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An Examination of the Relationship Between Juvenile Delinquency and Learning Disabilities

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Abstract

The purpose of this study was to lend support to the proposed relationship between learning disabilities and tendencies toward juvenile delinquency. Two surveys were designed and given to two groups of individuals who would have some input in terms of the relationship between juvenile delinquency and learning disabilities. A group of 20 professionals who represented both the helping and law professions was polled to ascertain their viewpoints regarding the influence of learning disabilities upon methods of dealing with the young offender. The Semantic Differential was used as a means of collecting data on the 19 bi-polar adjectives created for the survey design. Further interpretation came from questions designed to convey attitudes and experiences in dealing with young offenders. The Student Behavior Survey was given to a group of young offenders who represented both those with and without learning disabilities. The measure of student response to 67 items was interpreted using the Likert Method. Follow-up questions afforded respondents the opportunity to indicate further notions regarding relationships, self-image and academic success. Results of this survey were intended to substantiate the notion that learning disabled young offenders have more negative feelings regarding their school careers. Findings are congruent with the already established School Failure Rationale.

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CHAPTER ONE - INTRODUCTION TO THE STUDY

Statement of the Problem

Juvenile justice personnel have been attracted by the incidence of learning disabilities among many of the adolescents brought before the juvenile courts. Parents and educators are deeply concerned about juvenile delinquency as a probable consequence of learning disabilities (Stanley and Hudson, 1981).

A number of professionals and observers have suggested that learning disabilities contribute to delinquent behavior and to consequent adjudication by juvenile courts. The general findings that learning problems and school failure are common among delinquents has been well supported in the literature (Comptroller General of the U.S. , 1977; Crawford, 1982; Keilitz and Dunivant, 1986; Mauser, 1974; Murray, 1976; Swanstrom, Randle, and Offord, 1979).

Rationale for the Study

Quantitative studies in learning disabilities (LD) and juvenile delinquency (JD) as a possible relationship consistently reveal a higher incidence of learning deficits among juvenile delinquents/young offenders (YO) than is expected in normal populations. The Comptroller General in the United States (1977) reported that in studies conducted by his office, 26% of all juvenile delinquents tested were found to have primary learning problems. Even higher levels of incidence were reported by Berman (1975) and Campbell and Varvariv (1978). Swanstrom, Randle and Offord (1979) looked at 105 adjudicated 12-17 year old boys in Rochester, Minnesota and reported that 56% were learning disabled. Podboy and Mallory (1978) studied 250 youths living at a juvenile detention centre in Sonoma County, California and reported that 49% of the youths were learning disabled.

Observational data supporting a causal relationship between JD/LD are generally more abundant and credible. Observations and case studies made by juvenile judges, probation officers, psychologists, educators and medical doctors suggest that the juvenile delinquents that they come in contact with each day show some kind of specific learning disability (Katzman, 1978; Lewis, 1978; Mulligan, 1974).

The importance of studying the topic of a possible JD/LD relationship is further strengthened when one studies the educational system as it pertains to the learning disabled student.

The research of people such as Stanley and Hudson (1981) indicates that the educational system itself may be guilty of influencing delinquent behavior as well as certain learning problems. The school establishes the conditions under which a student may either succeed or fail. If a child is labelled as a "slow learner" or a "behavioral problem", the system makes it extremely difficult for the student to try and rid him/herself of the label. Stanley and Hudson suggest that inappropriate education rather than impaired learning may create failure in certain students, and that this then leads to negative self-concepts and unacceptable behaviors. This idea of inappropriate education lends itself well to the idea that there exists a continued need for change within the educational system, in that programmes must be developed to meet the needs of learning disabled students. The need for educational change must extend into the various correctional institutions so that juvenile delinquent/young offenders with learning disabilities benefit from programmes that deal with the academic subjects as well as social life skills.

In summary, there exists a need to explore the relationship between LD/JD due to the long term effects that juvenile delinquents/young offenders have not only on the educational system but on the whole of society. "While only a relatively small proportion of the youth population is affected by learning disabilities, it appears to be one of the most important causes of delinquency" (Crawford, 1982, p. 10).

Purpose of the Study

The focus of this project can be divided into three main parts. The first aim was to examine the literature and completed studies that suggest a causal relationship between learning disabilities and juvenile delinquency. The specific nature of an LD/JD relationship may still remain unclear and open to discussion; however, one cannot dismiss the large number of studies (using substantial numbers of adolescents) whose findings support a solid argument that a relationship between LD/JD does exist. The purpose of this literature review was only to describe the studies and outline their findings as they pertain to one aspect of juvenile delinquency in our society, that being an examination of juvenile delinquency as it may or may not relate to learning disabilities in adolescents.

While the educational retardation of the delinquent group has been well demonstrated in the context of numerous studies investigating the delinquent in a broad perspective, controlled research in the educational aspects of delinquency is practically non-existent (Crawford, 1982). The question of whether or not learning disabled delinquents should be placed in special classes, whether curriculum should be modified and whether remedial education is of benefit has just recently been an area of study for various researchers. Can the link between learning disabilities and juvenile delinquency be broken by programmes of remediation within our own public school system as well as within the Juvenile/Young Offenders Detention Centres?

The second aim of this project was to examine academic (cognitive) and social (behavioral skills) programmes being used in Canada and the United States to meet the needs of the learning disabled student. Due to the immense size of such a topic, this section is restricted to discussion of specific programmes that have shown promise of having a positive affect on learning disabled students and LD/JD adolescents.

The third and final part of the project was to examine the results/findings of two surveys distributed to the following groups of people:

1) A group of professionals who come in contact with young offenders, i.e., police, lawyers, probation officers, social workers, etc. The aim of the survey was to see how various professionals viewed adolescent young offenders based on a number of LD and JD characteristics chosen, the amount of contact each group had with the educational institutions and personnel, and how each group felt about educational programming figuring in the treatment process of these adolescents.

2) A group of 23 incarcerated young offenders from three institutions that deal with adolescents between the ages of 12 and 17. Of the 23 students, 16 were non-LD/YO and 7 were LD/YO. The aim of this survey was to identify adolescent JD/YO

perceptions of their school experiences as they related to learning difficulties and disruptive behavior.

Definition of Terms

1. Learning Disabilities

The most widely used and legally accepted definition of learning disabilities is that devised by the National Advisory Committee on Handicapped Children (1968):

> Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance or to environmental disadvantages.
>
> (Campbell and Varvariv, 1980, p. 7)

Current use either states or implies that a problem may be labelled as one of a learning disability if it is relevant to educational development and performance. The term learning disability has also been interpreted, at times, to mean a difficulty not only in learning academic subjects but also in obtaining any skills that should normally develop from daily functioning in the environment.

The (1985) Ministry document, Handbook for Teachers of Children With Learning Disabilities, states that:

> Their difficulties in dealing with various types of information may cause students with learning disabilities to be disorganized, disoriented, uncooperative, socially awkward, accident prone, slow to adapt to change, overly active or lethargic, and easily distracted. Essentially, the student with learning disabilities is one who is trying to achieve, who has demonstrated abilities in some areas and is not achieving in others. Performance is uneven or inconsistent and may result in severe frustration with schooling. (p. 7)

2. Behavioral Exceptionality

A learning disorder characterized by specific behavior problems over such a period of time, and to such a marked degree, and of such a nature as to adversely affect educational performance, and that may be accompanied by one or more of:

(a) an inability to build or maintain interpersonal relationships;

(b) excessive fears or anxieties;

(c) a tendency to compulsive reaction;

(d) the inability to learn which cannot be traced to intellectual, sensory or other health factors, or any combination thereof.

(Ministry of Education Draft: Behavioral Exceptionalities, 1983, p. 6)

3. Juvenile Delinquency (JD)

It is difficult to define juvenile delinquency in terms of deviance from conduct norms because these norms vary from city to city and neighbourhood to neighbourhood. The definition used for juvenile delinquents by researchers is fairly uniform: "A youth is considered to be a juvenile delinquent when he is under 18 years of age and has been brought to the juvenile courts for a criminal or a status offence"(Jacobsen, 1983, p.65).

4. Young Offenders (YO)

Since the adoption of the Young Offenders Act (Y.O.A.) which replaced the Juvenile Delinquents Act (J.D.A.), youths in Canada who come in conflict with the law are referred to as young offenders (YO) as opposed to juvenile delinquents.

The term young offender applies to all people in Canada who are between 12 and 17 years of age at the time an alleged violation of federal law takes place. This age range is important for educators in that compulsory education legislation ensures that we have a significant amount of contact with this group of young people for all but possibly the last year before they enter what is legally defined as adulthood.

For the purposes of this project, adolescents between the ages of 12 and 17 who are discussed in literature and studies completed in the United States, will be referred hereinafter as juvenile delinquents (JD), while the term young offenders (YO) will be used to discuss Canadian literature and studies completed in Canada.

Young Offenders Act (Y.O.A.)

The Young Offenders Act (1984) portrays an important change in position from the Juvenile Delinquents Act (1908). It is not the purpose of this project to dwell in any depth on the Act, but to simply point out several significant aspects as they apply to young offenders.

As has been discussed previously, the Y.O.A. applies to adolescents between 12 and 17 years of age at the time of their crime and conviction in the courts.

At the centre of the Y.O.A. is a set of codes which state the principles of accountability, responsibility and the protection of society. An adolescent declared to be a young offender is to be held answerable for his/her actions and made to follow a certain path or direction dictated by the courts. The purpose of a conviction by the legal system is to bring about improvements in the young offender's attitude and personal character, as well as to have him/her assume the responsibility for his/her actions.

The Y.O.A. attempts to protect the rights and address the special needs of young adolescents in trouble with the law. The

Act deals with the need to protect society as a whole, but at the same time also determines that fair treatment and rehabilitation of a young person are essential concerns in legal proceedings.

The significance of the Y.O.A. as it applies to educators is that due to various law enforcement agencies whose responsibility it is to enforce the Act, contact with educators is inevitable. Educators may well find themselves in a legally defined role in future court proceedings.

Summary of Chapter One

In response to the growing concern about the contribution of learning disabilities to juvenile delinquency, many studies and observational data have been collected by researchers and professionals who come in contact with juvenile delinquent adolescents. It appears that the incidence of learning disabilities among JD/YO is remarkably high when compared to normal populations.

Keilitz and Dunivant (1986) describe a multiyear project, The Learning Disability - Juvenile Delinquency Project (LD/JD Project), whose findings showed that, "adolescents with learning disabilities had significantly higher rates of general delinquent behavior; they engaged in more violence, substance abuse, and school disruption than non-learning disabled adolescents"(p. 18). The likelihood that these LD youths would be arrested and adjudicated in criminal courts was also substantially higher for adolescents with learning disabilities.

Learning disabilities are a significant component or characteristic in juvenile delinquency and there is substantial documentation to suggest that there is a causal relationship. There exists a need to explore the relationship between LD/JD in light of such findings. This relationship is especially significant when it also appears that the educational system itself might be responsible for the number of learning disabled youths due to the inappropriate educational responses to the requirements of pre-delinquent LDs at the prevention stage.

Winzer (1981) agrees with this view when she states:

> Educators within the regular school system need to turn their attention to the prevention of delinquent behavior. Powell (1975) emphasized that the school can become involved in delinquency prevention in two areas. On the one hand, the classroom teacher can provide for academic success, help the student recognize their (sic) own self-worth, provide specific training for self-direction and give the students opportunities to be heard. As well, Powell sees the school functioning as an intervention centre, providing diagnosis, treatment and monitoring of potential of established delinquents. (p. 300)

To meet the needs of learning disabled youths in correctional institutions, it appears that proper educational programming is as significant as that in regular school. The research into this area of remedial programming for learning disabled JD/YO is relatively new and will require further study.

Can the link between learning disabilities and JD/YO be broken by programmes of remediation within JD/YO detention centres? Early studies (Crawford, 1982; Hazel et al. 1982; Keilitz and Dunivant, 1986; Pass, 1986) are showing that programmes are being developed in both Canada and the United States to eliminate difficulties in both the processing of information (cognitive) and the wide range of social skills (behavior).

Pass (1986) suggests that "programmes for treatment of delinquency is (sic) a matter of targeted training of those social and cognitive skills that will result in more appropriate and effective functioning"(p. 36).

Learning disabled (LD) and JD/YO have many characteristics in common. The purpose of this paper and all aspects of this study will be to outline findings as they pertain to one aspect of delinquency within society, that being an examination of juvenile delinquency as it may or may not relate to learning disabilities in adolescents.

CHAPTER TWO - REVIEW OF RELATED LITERATURE

Introduction

This chapter will first present general trends in personal characteristics between JD/YO and learning disabled adolescents. Although it is not the purpose of this project to deal at any great length with other factors that may create a link between LD/JD, it is necessary to discuss other possible influences that may be significant.

More directly related to this project will be a review of the literature focusing on the three major hypotheses which tend to suggest a relationship between LD/JD: 1)School Failure Rationale, 2) Susceptibility Rationale, 3) Differential Treatment Rationale. This information will be followed by a discussion of various studies completed by researchers whose findings lend support to the idea that a causal relationship between LD/JD may exist.

In the closing of this chapter an attempt will be made to examine academic (cognitive) and social (behavioral skills) programmes being used in Canada and the United States to meet the needs of the learning disabled student (a) within the school system and/or (b) the LD/JD adolescent serving his sentence in a JD/YO detention centre.

Personal Characteristics - JD/LD Adolescents

Studies completed by researchers seem to conclude that similar personal characteristics do exist between juvenile delinquents and learning disabled youths. Mauser (1974) found that both LD and JD possessed negative self concepts, exhibited a low frustration level and appeared to have more directional orientation problems. Mauser claimed that there was a greater occurrence of minimal brain dysfunction in both groups and that the mean intelligence level was comparable. School problems begin early for these two groups, and there are substantial research findings that indicate a high prevalence of males in both groups.

The association between LD and JD is strengthened by the belief that learning problems and juvenile delinquency arise from co-existing factors such as socio-economic status, family size and temperamental variables (Meltzer, 1983).

Environmental factors have been found to be probable influences on both learning disabilities and juvenile delinquency, with family and school being the most significant. Indeed, such family factors as birth order, sibling spacing, family size and family values have been found to affect the child's achievement in school (Stanley and Hudson, 1981). Although statistics from studies show similarities between learning disabled and juvenile delinquent youths, it remains unclear as to how poor family life contributes to actual delinquency (Jacobsen, 1983).

Some of the factors cited in the literature by Stanley and Hudson (1981) include (a) absence of one or both parents due to desertion, death, imprisonment and even occupational necessity; (b) incapacity of one or both parents due to physical or mental illness, alcoholism, unemployment, low income or poor management; (c) the unwanted child resulting in emotional deprivation in the family, immmature parents, marital discord and lack of privacy due to overcrowded conditions.

As stated previously in this project, Stanley and Hudson (1981) indicate that the educational system itself may be guilty of influencing delinquent behavior as well as certain learning problems. The school establishes the conditions under which a student may either succeed or fail, and if a child is labelled a slow learner or a behavioral problem, the system makes it extremely difficult for the student to try and "shake" the label. Stanley and Hudson suggested that inappropriate education rather than impaired learning may create failure in certain students, and this then leads to negative self-concepts and unacceptable behavior. A study conducted by Schumaker, Hazel, Sherman and Sheldon (1982) explored the possibility of a link in social skill levels between learning disabled adolescents and juvenile delinquent youths. Eight social skill checklists were used to evaluate the youth's performance on 1) accepting negative feedback, 2) conversation, 3) following instructions, 4) giving negative feedback, 5) giving positive feedback, 6) negotiation, 7) problem-solving, 8) resisting peer pressure (p.26).

As a result of the findings, the researchers concluded that similarities between LD adolescents and juvenile delinquents did exist in the area of social skills. Although the scores of LD youths were slightly higher (on the average) than scores of JD youths, these differences were significant for only one skill area - resisting peer pressure. Due to the closeness of LD and JD youths in social skill ability levels, some researchers have suggested that a link between LD and JD may exist.

In summary, the results of these studies seem to indicate that LD adolescents and JD youths are similar in many of their personal characteristics. These similarities are being used by some researchers to suggest a relationship between learning disabled and juvenile delinquent youths.

Rationale and Hypotheses

There exist three hypotheses which allow researchers to suggest a causal relationship between learning disabilities and

juvenile delinquency: 1) The "School Failure" Rationale
2) The "Susceptibility" Rationale
3) The "Differential Treatment" Rationale

1. School Failure Rationale

The School Failure Rationale deals with three immediate effects of the learning disabled child: (see Figure 1.)

> 1) Adult perceives the child as being a discipline problem;
>
> 2) child is inherently handicapped in academic achievement;
>
> 3) child's peers perceive the child as socially awkward and generally unattractive, except for an object of ridicule.
>
> (Jacobsen, 1983, p.66)

According to this hypothesis, a failure cycle begins to develop both at home and school as the child shows perception and attention problems. The learning disabled youth is labelled and grouped with other problem students, and this leads the child into the developing of a low self-image which is negative in nature. With time the LD student begins to associate with individuals (peers) who are hostile towards school and authority figures. This group of LD children needs to develop a means by which they can obtain success or gratification. They unfortunately obtain this by participating in anti-social behavior. As opportunities for delinquent behavior increase, the LD youth is forced to suffer the consequences within school for his/her actions, such as suspension. The result is the appearance of delinquent behavior that results in the student missing school (absenteeism) or dropping out altogether.

The supporters of the School Failure Rationale (Crawford, 1982; Jacobsen, 1983), trace the developing of juvenile delinquency to a primary learning problem.

Susceptibility Rationale

The Susceptibility Rationale (Figure 2) is based on the belief that a learning disabled adolescent is more susceptible to delinquent influences due to such personality characteristics as impulsiveness, poor ability to learn from experience and poor perception of social cues.

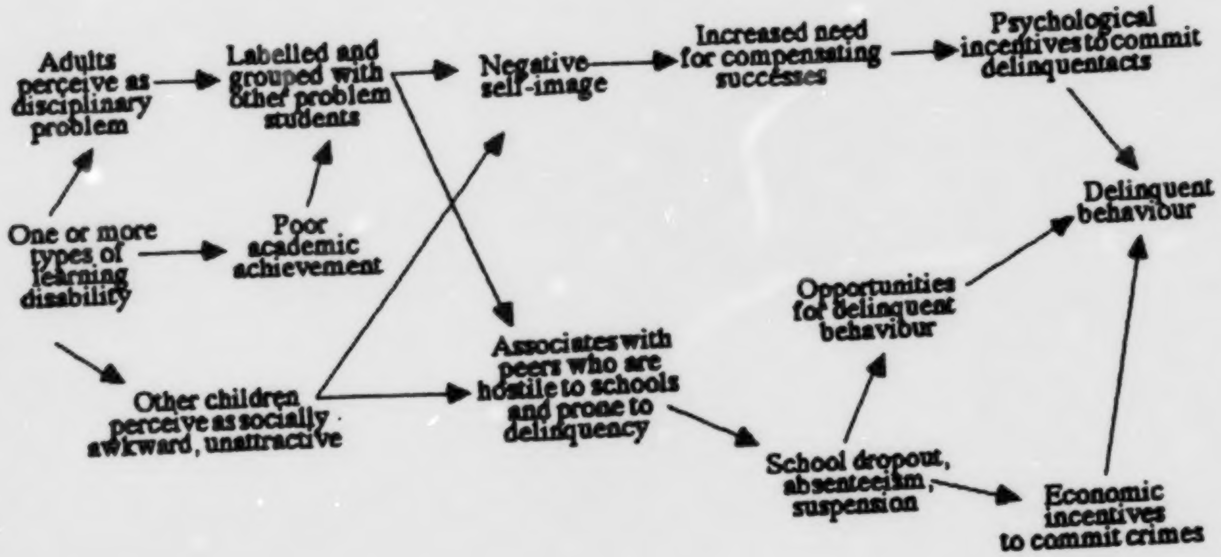
Deshler (1978) argued that, "LD youths show significant problems in social adjustment and social perception. He stressed that difficulties in these areas manifest themselves in the individual's inability to judge one's impact on others, to generalize from one situation to another, and to interpret others moods and communications"(cited in Hazel, 1982, p.398).

Hazel (1982) indicates this same belief by stating that as a result of developing these socially troublesome personality traits, the LD adolescent starts with one strike against him when he/she is given opportunities to commit a delinquent act, because factors that might restrain a normal child will not restrain a learning disabled child.

Differential Treatment Rationale

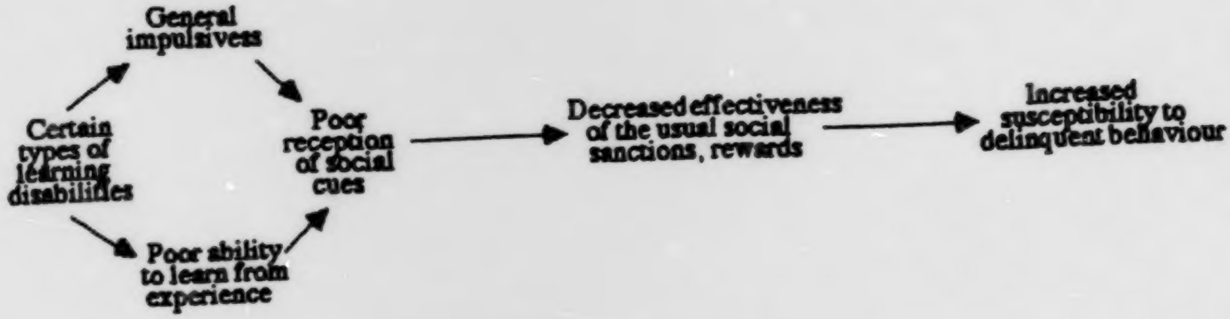
Some researchers (Murray, 1976; Keilitz and Dunivant, 1986; Broder et al. 1981) have suggested that a third rationale is needed, based on the findings that a larger number of LD juvenile delinquents are adjudicated than are the non-LD delinquents. These researchers have developed a third hypothesis called the "Differential Treatment Rationale." It proposes that within one or more parts of the juvenile justice system, the LD delinquent is treated in a different manner from that of a non-LD delinquent. This rationale suggests that due to their lack of interpersonal skills, LD/JD are differentially treated by the juvenile justice system.

FIGURE 1 - THE SCHOOL FAILURE RATIONALE


Adults perceive as disciplinary problem
Labelled and grouped with other problem students
Negative self-image
Increased need for compensating successes
Psychological incentives to commit delinquent acts
Delinquent behaviour
One or more types of learning disability
Poor academic achievement
Opportunities for delinquent behaviour
Associates with peers who are hostile to schools and prone to delinquency
Other children perceive as socially awkward, unattractive
School dropout, absenteeism, suspension
Economic incentives to commit crimes

(Lane, 1980, p. 21)

FIGURE 2 - THE SUSCEPTIBILITY RATIONALE


General impulsivess
Certain types of learning disabilities
Poor reception of social cues
Poor ability to learn from experience
Decreased effectiveness of the usual social sanctions, rewards
Increased susceptibility to delinquent behaviour

(Lane, 1980, p. 21)

Examples of Related Research

Paul Broder's (1981) article discussed a study that was undertaken with 1617, 12-to 15-year-old boys. The purpose of the study was to categorize the individuals with respect to the presence or absence of learning disabilities. The findings of the study are summarized as follows:

> 2 groups of 633 adolescents declared JD by courts and 984 adolescents with no records of previous adjudication were identified. Of these 1617 youths in the study, 628 JD and 968 non-JD boys were also classified. 183 of the non-JD group (18.9%) were classified LD; 229 of the JD group (36.5%) were classified LD.(p.843)

Of the youths who were classified with respect to the presence or absence of LD, 39.4% were members of the JD group.

The percentage of LD youths who were in the JD group was 55.6%, compared with 33.7% of the non-LD youths who were in the group.

David Morgan (1978) compiled survey findings obtained from his study of 50 states and 4 U.S. territories, on the number of incarcerated youths with one or more of the handicaps pointed out in the Education of All Handicapped Children Act of 1975. Of the 11 handicap areas covered by Morgan's survey, the 3 most significant handicaps were 1) emotional disturbances, 2) learning disabilities and 3) mental retardation. The data showed that learning disabilities were the second most prevalent handicap among JD youths (10.6%) within the justice system.

This type of data is supported by other researchers who show even higher estimates of LD among delinquents. Murray (1976) reported a range of estimates from 90.4% to 56%. Swanstrom, Randle and Offord (1979) reported findings of 56% LD among 12-to 17-year-old JD in Rochester, Minnesota. In contrast to these high data findings ranging from 10.6% to 90.4% LD among delinquents, Kasowitz (1977) reported in a study that 1.0% to 3.0% was the estimated range of learning disabilities among the school age general population.

Such research findings do tend to support a possible relationship between learning disabilities and juvenile delinquency.

Further data serving to support an LD/JD relationship can be obtained from the Learning Disabilities/Juvenile Delinquency Project. This particular study was conducted by the National Centre for State Courts (NCSC) and the Association for Children with Learning Disabilities (ACLD). The LD/JD Project was a four-year research and remediation project that would attempt to 1) determine the incidence of LD among groups of adjudicated delinquents and officially non-delinquent youths and 2) develop a plan for remediation of LD delinquent youths.

The researchers studied the school records of 1778 boys and girls 12 to 17 years of age. This total included 1381, 12- to 15-year-old boys (984 officially non-delinquent and 397 adjudicated delinquents). The 12-to 15-year-old boys were studied for indications of learning disabilities. Based on the research findings, it was shown that 16% of the officially non-delinquent boys were learning disabled and 32% of the delinquent boys who had been adjudicated were found to have learning disabilities in various areas. While these data are not sufficient evidence to state that a concrete relationship exists between JD/LD, they do suggest that a very strong relationship is a possibility and requires further study (Jacobsen,1983).

This same ACLD/NCSC project outlined eight significant research findings from the study, and of these eight findings, one can find four or five points that suggest an LD/JD relationship does exist (Figure 3).

Finally, we look at Lynn Meltzer's study (1983) in which she attempted to study cognitive and learning profiles of delinquents and LD adolescents. The hope of the researcher was to find a specific "subgroup" of delinquents that showed learning profiles similar to the group of LD youths.

Meltzer took three groups for the study:

1)Delinquent Group - 53 white, English- speaking males with an age range from 13 to 16 years - mean age of 15. These young males were incarcerated with the Department of Youth Services of The Commonwealth of Massachusetts.

2)LD Group - 26 males within the same age range

3)Comparison Group - 50 junior high school youths - males with mean age 14 years 6 months, of average ability.

FIGURE 3 - INCIDENCE OF LEARNING DISABILITIES

	12-15 yr. old Males Adjudicated Delinquents	Predicted Incidence in School Pop. K-12
Learning Disabilities	32%	4.5%

Significant Research Findings

1. The findings supported the hypothesis that LD produced school failure which in turn led to delinquent behaviour (there was not sufficient information to determine which specific causal processes were the basis of this effect).

2. The findings supported the susceptibility hypotheses that some of the effects of LD on delinquent behaviour occurred directly without being mediated by school failure. The results strongly suggested that characteristics associated with LD (ie inability to anticipate future consequences of actions) contributed directly to delinquent behaviour.

3. The findings supported the differential arrest hypothesis. LD youths were more likely to have been arrested than their non-LD peers who reported committing offenses with equal frequency and seriousness.

4. The findings supported the differential adjudication hypothesis. When all factors were controlled statistically, the LD youths had a significantly higher probability of being officially adjudicated delinquent than did non-LD peers.

5. LD was strongly related to official delinquency. The odds of being adjudicated delinquent were 200% greater for adolescents with LD than for non-LD peers. (On a national measure 9 of every 100 adolescent males compared to 4 of every 100 non-LD adolescent males.)

6. The incidence of LD in the adjudicated delinquent group was 32%. This indicates that a substantial proportion of official delinquents are handicapped with LD.

7. The greater delinquency of LD youths could not be attributed to socio-demographic characteristics.

8. As officially non-delinquent boys advance through their teens, those with LD experience greater increases in delinquent activities. Finally, while only a relatively small proportion of the youth population is affected by LD, LD appears to be one of the important causes of delinquency.

(Crawford, 1982, p. 10)

Over a two year period, the LD, delinquent and comparison groups were tested in various skill areas using the Survey of Educational Skills (assess reading, spelling, written expression, mathematics and cognitive problem-solving abilities). An analysis of the findings (see Tables 1,2 and 3) shows the formation of different "subgroups" of delinquency which were determined by using cognitive and educational assessment techniques (Meltzer, 1983). One of these "subgroups" showed nearly identical cognitive and educational profiles with that of the LD group.

Findings of the Meltzer(1983) Study

In Table 1, all three groups had results which were significant in all eight language arts and mathematics areas. Overall the delinquents' scores showed weaker educational skills. The important point was that the delinquents showed similar grade equivalent scores to the LD group in reading comprehension, spelling, mathematics and global written language skills.

In Table 2, the statistics show that the delinquent group obtained mean scores similar to the LD group on three of the five tasks: Similies, Concept Formation and Number Series. In the summary of Tables 1 and 2, Meltzer suggests that there exists many similarities between the cognitive and educational profiles of the JD and those of the LD adolescents (Meltzer, 1983).

Table 1: Educational Performance of the Delinquent, Learning Disabled and Comparison Groups

	Delinquent		Learning Disabled		Comparison		F
	Mean	s.d.	Mean	s.d.	Mean	s.d.	
Reading: Word Recognition (Grade Level)	6.05	1.47	7.11	1.78	7.03	0.70	9.32
Reading Comprehension (Grade Level)	6.23	1.93	6.57	1.69	7.82	1.02	13.72
Spelling (Grade Level)	6.17	2.44	6.33	1.56	7.76	2.71	6.17
Mathematics (Grade Level)	5.60	1.93	5.52	1.60	6.95	2.45	6.55
Written Language (good performance= low score,poor performance= high score)							
Global Rating	10.36	3.24	11.00	4.06	7.26	3.83	12.86
Mechanics	9.88	3.07	7.65	2.87	7.54	3.49	7.12
Organization	5.66	2.24	3.27	1.28	4.16	2.20	13.46
Language Usage	5.67	1.95	4.40	1.40	3.45	2.00	18.72

(Meltzer, 1983, p. 18)

Table 2: Cognitive Performance of the Delinquent Learning Disabled and Comparison Groups

	Delinquent (N=53)		Learning Disabled (N=26)		Comparison (N=50)		F
	Mean	s.d.	Mean	s.d.	Mean	s.d.	
Verbal Subtests							
Picture Classification	7.70	1.37	7.46	1.71	8.51	1.18	5.89
Similes	3.54	0.64	3.78	0.53	3.89	0.38	5.53
Concept Formation	2.52	0.72	2.44	0.82	2.76	0.83	1.62
Grouping	3.41	0.64	3.12	0.59	3.51	0.51	3.91
Object Classification	3.28	1.41	3.74	1.31	3.75	1.15	1.87
Nonverbal Subtests							
Pattern Completion	2.39	2.11	4.00	1.77	4.21	1.86	12.44
Series Completion	16.53	5.16	19.36	6.10	18.00	4.99	2.49
Number Series	2.04	1.56	2.35	1.70	3.04	1.16	6.33

Note: Cognitive scores based on a 2, 1, 0 rating system for each item within a test.

(Meltzer, 1983, p. 19)

Upon studying the data in Table 3, one can see that the study predicted the cognitive and educational profiles of certain groups correctly. For example, 56% of the JD group were placed correctly as delinquent; 76% of the comparison group were classified correctly; and 70% of the LD group were also placed correctly. The important points to note in light of this project are that 14% of the delinquents showed learning profiles which were similar to those of LD, and 20% of the LD youths showed an educational and cognitive profile similar to that of JD; 31% of the JD group were placed as normal achievers.

Studies where the incidence of learning disabilities in juvenile delinquents have been evaluated, have continually shown that over 50% of juvenile delinquents show prior proof of specific learning disabilities (Berman, 1975). There continues to be disagreement among researchers as to whether or not there exists a concrete relationship between LD/JD (Murray, 1976), due to many factors, (e.g., inconsistent definitions of the groups being studied, poor design and the formulating of the "Differential Treatment" rationale).

Despite the uncertainty of an LD/JD link, one cannot overlook the number of studies mentioned, not only in this section of the project but throughout the entire area of study, that support the belief that learning disabilities are a component of juvenile delinquency (Berman, 1975). There has been much research carried out regarding an LD/JD relationship.

Table 3: Utility of the Cognitive and Educational Inventories for Predicting the Group Membership of Adolescents

	n	Delinquent		LD		Comparison	
		n	%	n	%	n	%
Delinquent	36	20*	56*	5	14	11	31
LD	20	4	20	14*	70*	2	10
Comparison	41	8	20	2	5	31*	76*

*Correct prediction of group membership on the basis of discriminant function analysis.

(Meltzer, 1983, p. 20)

There has been variance evident in past statistics, but there is consistency in the fact that the incidence of exceptionality is much greater than in the general adolescent population. As stated previously by Crawford (1982), "while only a relatively small proportion of the youth population is affected by learning disabilities, learning disabilities appear to be one of the most important causes of delinquency" (p.10).

Identification, Assessment and Programming for Learning Disabled (LD) Students in the Ontario - School/Educational System

Some researchers believe that one of the main reasons there are so many LD/JD-YOs is due to inadequate educational responses to the needs of pre-delinquent LDs at the prevention stage. It is hoped that with improved educational and social skill programming in Special Education classes and the regular classroom, LD students can be assisted in achieving educational success and recognizing their true self-worth.

The type of educational programme developed for a learning disabled student within the public school system is dependent on two items: a) the nature of the basic disability - whether there is one deficit area or many and b) the degree (severity) of the child's learning disability, i.e., mild, moderate or severe.

The severity of each level of learning disability is outlined in the Ministry Document, Children With Learning Disabilities (1980), as follows:

(i) Mild Learning Disability - A programme can be set up for the student within the regular classroom that can be suited to the needs of the student with his/her disability. A special education teacher/consultant usually assists the classroom teacher in selecting and organizing the materials and instructional approaches.

(ii) Moderate Learning Disability - This type of disability usually requires help from outside the regular classroom on a part-time withdrawal basis. The student works through a specific educational programme (reading, mathematics or writing) set up by the special education teacher and taught by him/her. This type of programme is available on an individual or small group basis depending on the need. The programme is offered to the student(s) for part of the day with the remaining time spent in the regular class. Once again the programme is developed around the specific learning disabilities and the needs of the student.

(iii) Severe Learning Disabilities - "A student having severe learning disabilities usually requires placement in a full time Special Education class or an alternative school for children with learning disabilities"(p.4).

The important point to be made with regard to any learning disability is that remediation is conducted only after careful planning and attention is paid to the severity of the disability. The major goals of a remediation programme are to deal directly with the learning disability and thereby improve scholastic achievement in that particular area of study, e.g., expressive language, reading, writing or arithmetic. During any remedial programme the learning disabilities specialist is attempting to improve not only academic skills but the attitude of the child towards school through use of instructional materials, which have been carefully selected to match the needs of the learner (Keilitz and Dunivant, 1986). Through proper programming for the learning disabled child, whereby success is constantly obtainable, it is hoped that the "School Failure" cycle never gets the opportunity to develop.

In Ontario schools, there exists established procedures for identifying the learning abilities and needs of all children at the time of their entry into Kindergarten or Grade One. These early identification procedures are essential for the successful development of children with learning disabilities. Identifying a child's needs and abilities can ensure that the school programme is appropriate to that student's educational requirements.

Students with learning disabilities can be assessed in one of two ways: a) Informal Assessment in the classroom or b) Formal Assessment. These will be explained briefly in the pages to follow.

a) Informal Assessment: In this type of assessment the classroom teacher observes the child on a daily basis and assesses patterns of academic performance/abilities and social behavior. In this assessment the child is the source of information. Children with learning disabilities will show performance that will differ from those of their fellow students. Through dialogue with the child's parents, the teacher will also pick up significant information pertaining to the child, and this will assist the teacher in planning the proper programme for success.

b) Formal Assessment: This assessment takes place if the learning problems are moderate to severe and cannot be handled solely by the classroom teacher. The child is referred by the teacher for more formal assessment by the school's student services personnel. This is done only after written permission has been obtained by the school. The Ministry document, Children With Learning Disabilities (1980), states that:

> an evaluation of the child should include the following: a) health examination; b) formal academic achievement testing - criterion and norm referenced; c) psychological assessment of the child's intellectual functioning; d) the language assessment; e) examination of the social/family history; f) and an assessment of the development and integration of auditory, visual and motor functioning. (p.7)

This formal assessment will show the range and extent of learning strengths and weaknesses, thereby giving the teacher sufficient information by which he/she can develop an educational programme that meets the needs of the student (Figure 4 - An Assessment/Support Services/Placement Model for Pupils With Learning Disabilities).

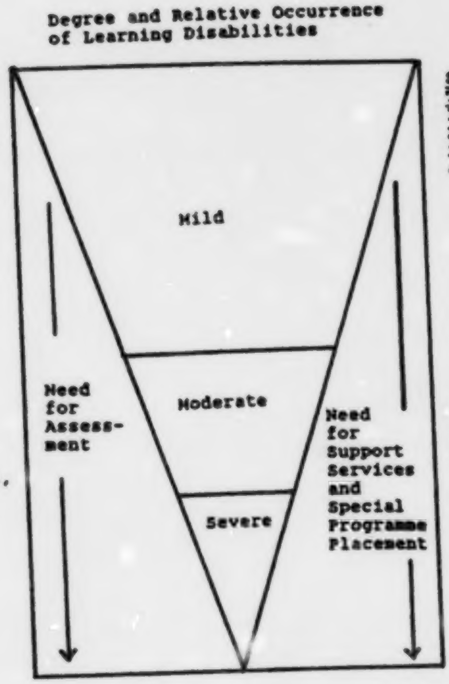
It is not the purpose of this project to outline the various programmes used by teachers and learning disabilities experts, for to do so would be to tackle a large topic in education. It is sufficient to say that a learning disabled student in the public school system of Ontario will have educational programmes developed to meet the specific needs he/she may require. This is done through on-going processes of teaching, testing, assessing, modifying and implementing of effective materials for learning.

Through proper programming in education, it is hoped that the learning disabled adolescent will experience success throughout his/her school career at his/her level of ability. The educational programmes will improve the psychosocial skills - cognitive (academic) and behavioral (social skills) and in so doing will hopefully prevent the learning disabled adolescent from becoming a juvenile delinquent/young offender through means of poor schooling - "School Failure" rationale and "Susceptibility " rationale.

FIGURE 4 - AN ASSESSMENT/SUPPORT SERVICES/PLACEMENT MODEL FOR PUPILS WITH LEARNING DISABILITIES

Informal Assessment by Teacher
1. Examination of OSR (particularly for health needs)
2. Observation of Classroom Behavior
3. Academic Task Analysis
4. Dialogue with Parents
5. Consultation with Other School Staff

Support Services for Pupil and Teacher in Regular Classroom
1. Principal
2. Special Education Consultant
3. Resource Teacher
4. Public Health Nurse


Degree and Relative Occurrence of Learning Disabilities
Mild
Moderate
Severe
Need for Assessment
Need for Support Services and Special Programme Placement

Formal Assessment
Detailed health achievement, intellectual, language and auditory/visual/motor assessments with appropriate programme placement and follow-up by a review committee

Programme Placement for Pupil
1. Partial withdrawal programme with resource teacher, itinerant special education teacher, classroom assistant or volunteer.
2. Special Education Class for children with learning disabilities.
3. Alternative publicly supported day school for children with learning disabilities.
4. Residential education programme.

Support Services for Pupil
Services outside the school: children's mental health centre, hospital clinic, Children's Aid Society

Ministry Document: Children with Learning Disabilities: Curriculum Ideas For Teachers, 1980, p. 8

Academic (Cognitive) and Social (Behavioral Skills) Programmes for the Learning Disabled - Juvenile Delinquent/Young Offender

Introduction

Current treatment of LD - JD/YO seems to be targeted at those social and cognitive skills that will result in more suitable and effective functioning. Dr. R. Ross, in her article, The Fourth "R" in Correctional Education: Reasoning and Rehabilitation (1982), states that the offender "needs to be taught, not treated" (p.2). In this article, Ross outlines several techniques which have either been or could be implemented by educational instructors in correctional/detention centres. These methods are outlined as follows:

> didactic classroom teaching techniques, small group discussion techniques, audio-visual presentations, reasoning exercises and games, role-playing and modelling programmes, and individual group counselling techniques. (p.13)

Larry Pass (1986) suggests that, "attention should be directed away from the idea that delinquency is an internal emotional disease and rather should be directed externally to a search of the relationship among stimuli, responses and their consequences" (p.36). Such a study might show the value of deviant behavior which to us may otherwise appear senseless and destructive. Pass uses the example whereby uncalled for violence is better understood when the powerful peer approval which the individual often obtains for it is appreciated.

Dr. R. Ross and Ms. Elizabeth Fabiano, from the Criminology Department at the University of Ottawa, have presented a new theory of prevention and rehabilitation through teaching offenders to think more clearly and logically. In their (1985) book, Time to Think - A Cognitive Model of Delinquency Prevention and Offender Rehabilitation, the authors explain that the model applies to the wide-ranging lack of cognitive skills in many young offenders. Their research indicates that many incarcerated adolescents lack self-control and what Dr. Ross calls "social perspective" talking skills. Ross thereby feels that there exists a need for offenders to be taught critical thinking, means and reasoning, and inter-personal cognitive problem-solving skills.

Many model programmes being used in Juvenile Correctional/Detention Centres both in Canada and the United States now center around the deficits in psychosocial skills - cognitive (academic) and behavioral (social skills). The cognitive skills are dealt with through proper academic programmes in subject areas that meet the individuals' educational needs. The behavioral skills are being handled through programmes that use a variety of training procedures, including most commonly, role-playing, which includes modelling and behavioral rehearsal, direct reinforcement, instruction, feedback and homework assignments (Pass, 1986).

Hazel et al. (1982) indicate that remediation programmes within the school system and the juvenile detention centres must be developed in order to eliminate the weaknesses LD students have in psychosocial skills- cognitive (academic) and behavioral (social skills). Hazel et al. state that, "through proper social programming (sic) only then can LD adolescents hope to compete in a world where interactions with others often determine one's success at gaining desired goals" (p.401).

The remaining pages of the chapter will examine academic (cognitive) and social (behavioral) skill programmes being used in Canada and the United States to meet the needs of the LD-JD/YO adolescents serving time in correctional/detention centres. Due to the immense size of such a topic, this section will be restricted to discussion of specific programmes that have shown promise of having a positive effect on LD-JD/YO adolescents.

LD/JD in the United States

Hazel et al. (1982) outlined the social skills assessment instrument and a group training programme that seem effective in evaluating and training social skills in adolescents on probation with the juvenile court system. The training programme (consisting of problem-solving skills and social skills) was evaluated by conducting a group skill training programme with three groups of youths. This is outlined briefly as follows:

Group 1 - LD youths- composed of 7 youths

6 males and 1 female - age range 13.8-15.8 yrs.

Abilities

a) reading achievement %ile scores ranged from 20%ile to 97%ile (x=43%ile)

b) math achievement %ile scores ranged from 2%ile to 56%ile (x=23%ile)

c) writing achievement %ile scores ranged from 7%ile to 41%ile (x=19%ile)

d) IQ scores ranged from 86 - 117(x=99)

Group 2 - Non-LD students- This group was made from the students excluded from the LD group after testing for disabilities - 7 females - age range 13.9-18.1 yrs.

Abilities

a) reading achievement %ile scores ranged from 37%ile to 81%ile (x= 62%ile)

b) math achievement %ile ranged from 10%ile to 91%ile (x=53%ile)

c) writing achievement %ile ranged from 27%ile to 77%ile (x=49%ile)

d) IQ scores ranged from 88-112 (x=102)

Group 3 - Court Adjudicated Youths - 5 males and 2 females on probation with a nearby juvenile court. Due to a lack of available school records, these students were not screened for LD. The youths had been referred to the programme by probation officers who saw them as being deficient in social skills.

The problem solving/social skills programmes teach youths in six social skill areas: i) giving positive feedback, ii) giving negative feedback, iii) accepting negative feedback, iv) resisting peer pressure, v) negotiation, vi) problem-solving. Each group's training consisted of explanation of each skill to be performed, rationales, modelling and behavioral rehearsal with feedback from the instructor. Their performance, which demonstrated successful acquiring of the skills, was assessed through behavioral role-play testing using new, non-practiced situations.

The results of the behavioral role-playing tests showed that each social skill increased in all three groups involved in the programme. The actual results of each group's training is explained as follows:

Behavioral Role-Play Tests for LD(Figure 5)

The graph shows the percentage (%) of steps performed correctly for each skill at each test session averaged over the entire group of youths. The LD youths' skill levels all showed an increase or a level of consistent maintaining, except for resisting peer pressure.

Role-Play Test for Non-LD Youths (Figure 6)

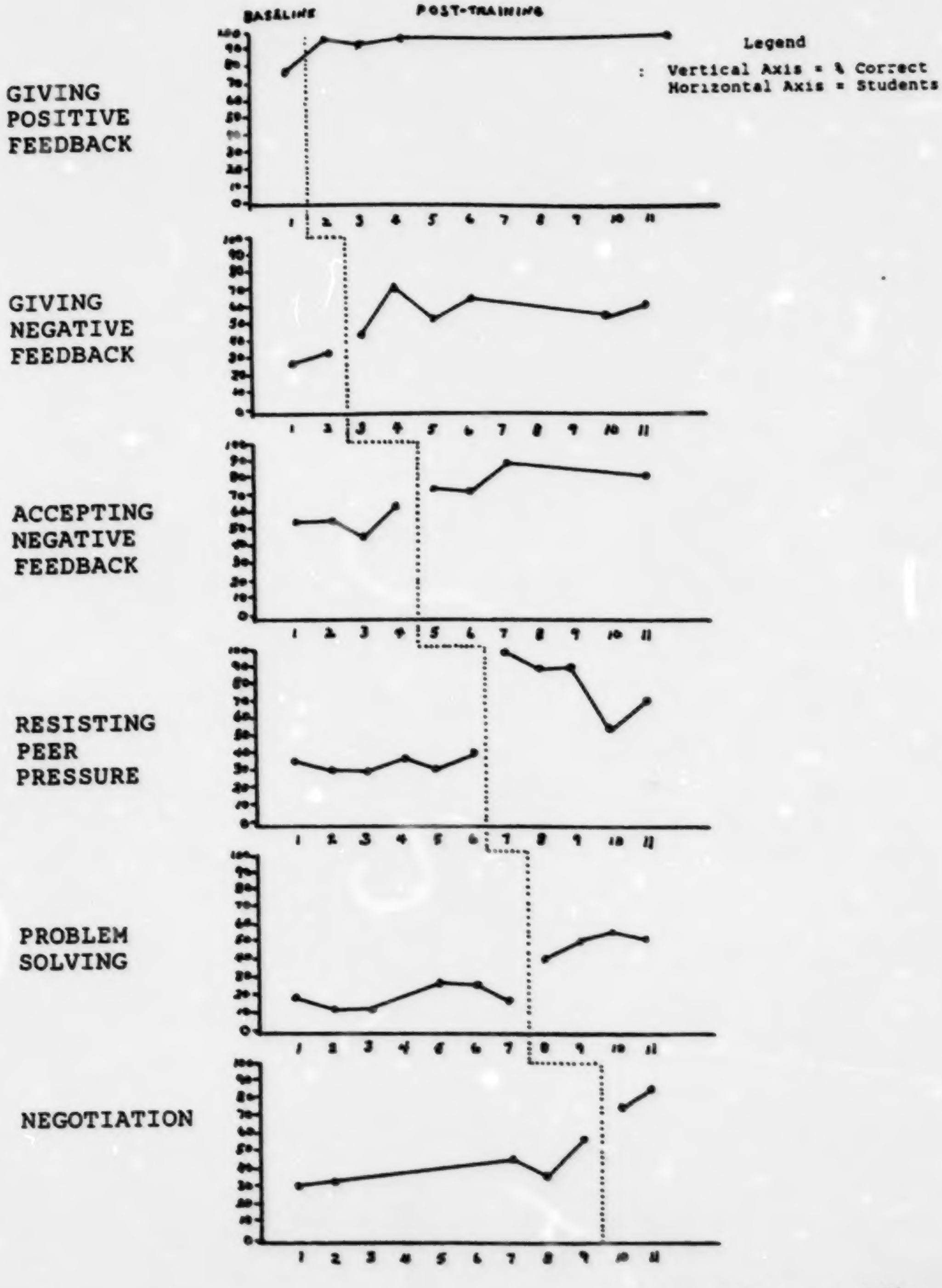
The graph shows similar results to the LD in all skills except giving positive feedback and negotiation. It should be pointed out that the post-training skill levels for each social skill was about the same.

Behavioral Role Play Tests for Court Adjudicated Youths

Figure 7 shows a 15% increase in all social skills following the training programme, except in giving negative feedback. This skill decreased in level, then significantly increased after a second training session.

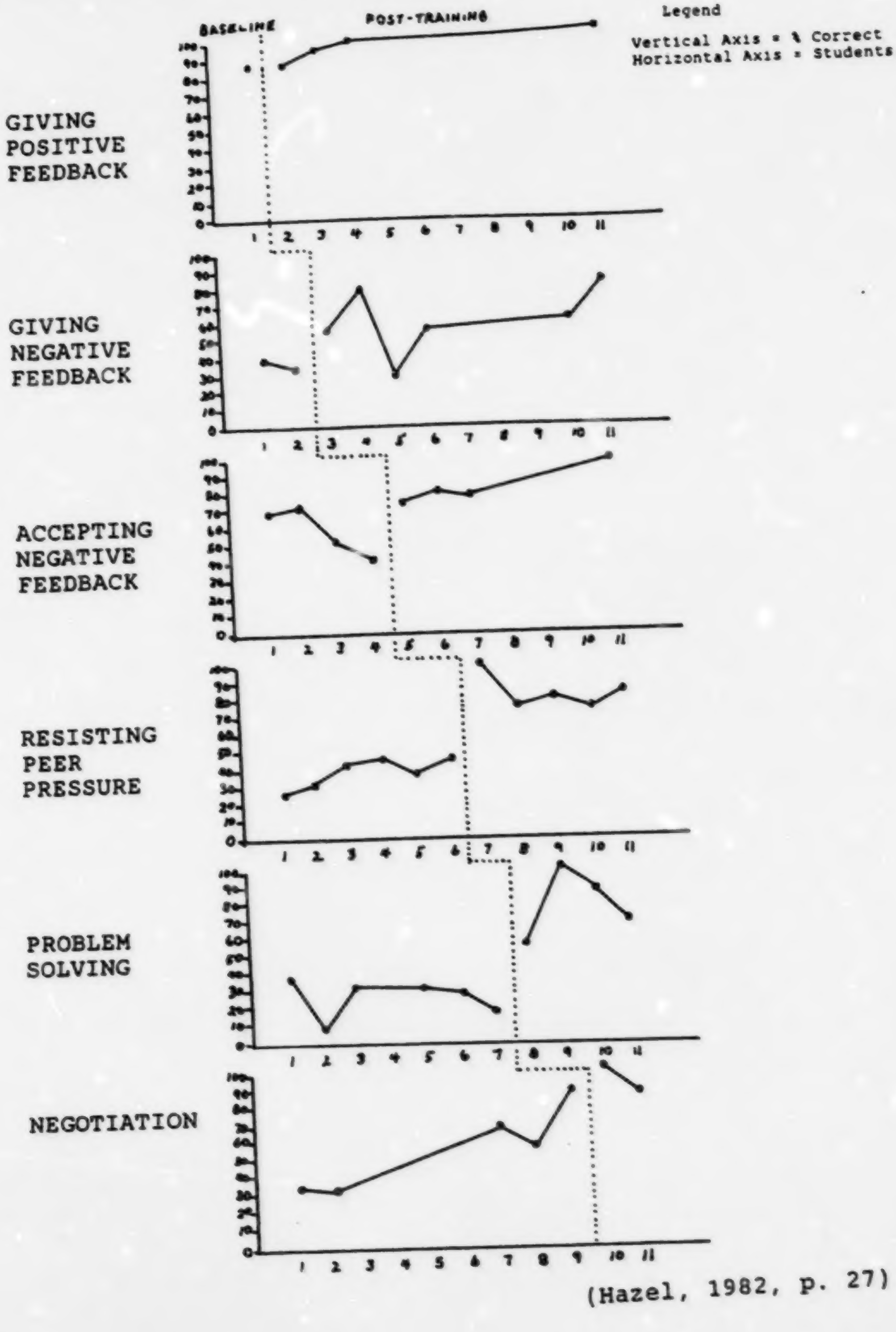
The results of this programme on social/problem solving skills indicate that social skill training programmes may benefit youths who are labelled difficult or troublesome. Indeed, it appears as if the low levels of social skills may be one factor in such youths being labelled as troublesome.

FIGURE 5 - BEHAVIORAL ROLE-PLAY TESTS FOR LD



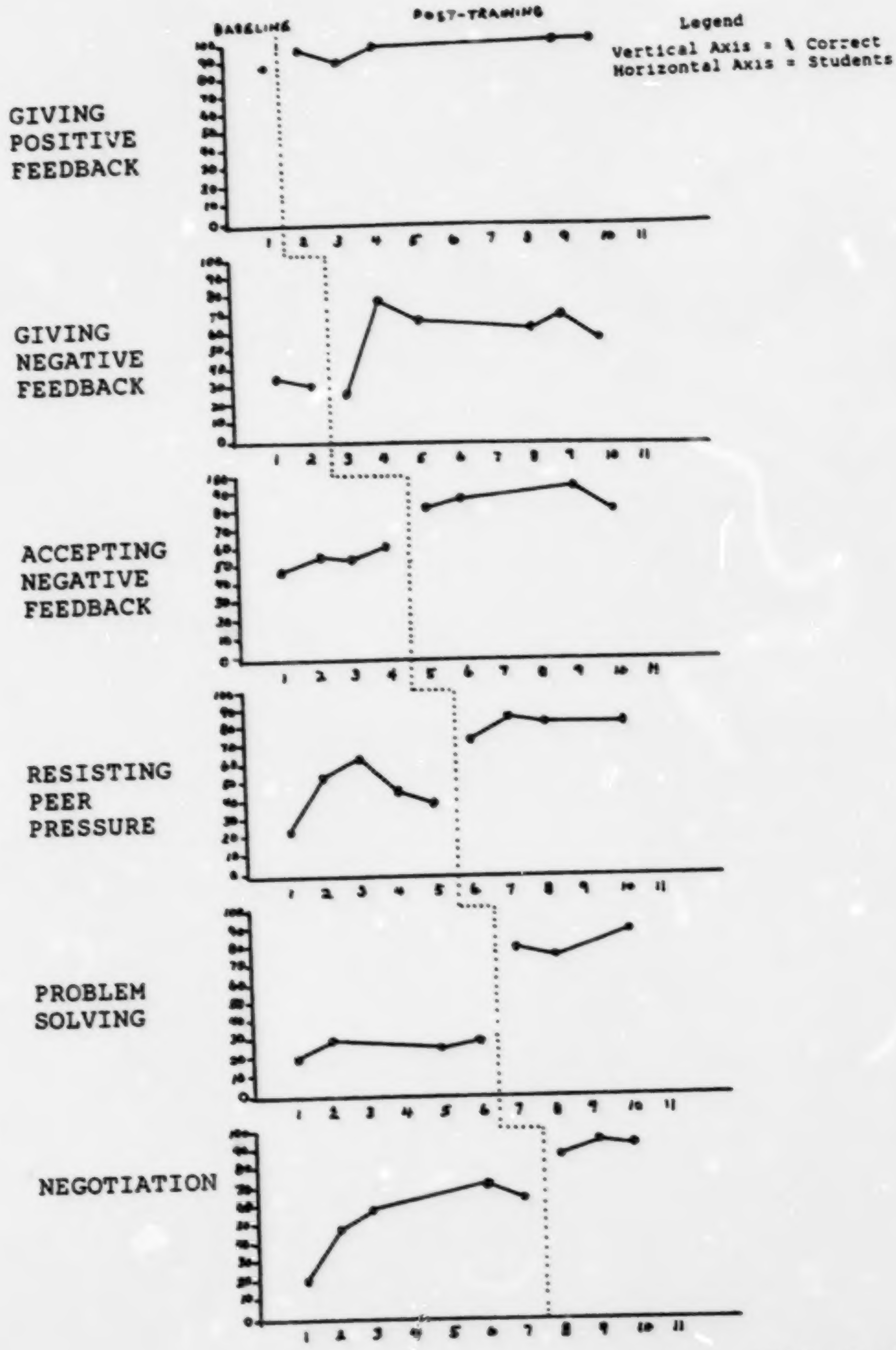
(Hazel, 1982, p. 26)

FIGURE 6 - BEHAVIORAL ROLE-PLAY TESTS FOR NON-LD



(Hazel, 1982, p. 27)

FIGURE 7 - BEHAVIORAL ROLE-PLAY TESTS FOR ADJUDICATED YOUTHS



(Hazel, 1982, p. 28)

A second successful programme designed as a positive approach for dealing with JD, called Project New Pride has been developed in Denver, Colorado. The programme attempts to deal with the juvenile that has a record of several offences and social adjustment problems. It is a programme that involves the individuals in one year of intensive and individualized treatment with services that include (i) alternative schooling, (ii) correction of learning disabilities, (iii) vocational training, (iv) job placement, (v) counselling, (vi) recreation and cultural activities.

The youths are referred to the New Pride Programme through Denver's Juvenile Court Probation Placement Division. Although 95% of the youths are males, any referral to the project/programme must meet the following criteria:

a) Must be between 14 and 17 years of age.
b) Must have a recent arrest conviction for burglary, robbery or assault related to robbery.
c) Must have two prior convictions (preferably robbery, burglary or assault).
d) Must reside in Denver.

The purpose of Project New Pride is to offer a variety of services to the 20 referrals it selects every four months. The programme does not specialize in one specific area, so as not to produce negative experiences for the youths. Instead, the juveniles receive remedial help for learning disabilities, take courses for high school credits, obtain a part-time job, participate in counselling sessions (individual or family) and take part in cultural events at theatres and museums in and around Denver.

Based on various tests given to the youths, they are assigned to classes in either (i) The New Pride Alternative School or (ii) The Learning Disabilities Centre.

(i)The New Pride Alternative School

The school provides one-to-one teaching by staff members who are supportive of the student and who encourage him/her to succeed so that academic work is rewarding and successful. This programme works to defuse the School Failure Rationale whereby JD youths have repeatedly experienced failure in school. The purpose of this school is to reintegrate students into the regular school system at the end of their year in the programme.

(ii)The Learning Disabilities Centre

The staff at the LD Centre work with the youths to correct their perceptual and cognitive disabilities. The programme stresses the relationship between LD and JD. Learning disability therapy and academic schooling are equally important to the staff. This belief in the LD/JD relationship was formulated in the first two years of the programme's operation, when tests given to the youths showed that 78% of the participants were found to have at least two learning disabilities. The goal of the LD Centre is to remediate specific, identifiable learning disabilities as well as offering remediation of basic academic skills such as reading, math and spelling.

The Susceptibility Rationale (Figure 2) is also a concern of the New Pride Programme when dealing with the counselling aspect of the project.

The treatment that the youths receive is planned to improve the participants' self-image and to better help them to cope with the outside world (social/life skills). The counsellor is involved in all parts of his/her client's life and keeps in contact with the family, teachers, social workers and probation officers. Upon completion of the New Pride Programme, the counsellor is involved in a nine-month follow-up period with the youth and his/her family.

The New Pride Project allows its clients to take part in job preparation programmes. The employment programme is developed so that the youths can be introduced to the working world and its many expectations. The job placement specialist counsels each youth so that vocational interest, career ambitions and abilities can develop. Workshops covering such topics as filling out application forms and dealing with interviews, help the student when he/she is placed in an actual on-the-job training position.

The New Pride Project appears to have many successes and achievements both for itself and its participants. The students developed a more positive attitude towards education as evidenced by participants returning to school at a rate of over 40%. The programme continues to give the youths an increased level of social/life skills and a feeling of self-confidence which most have never experienced. New Pride has continued its success in job placement of participants, with 78% of all clients being placed in full or part-time jobs.

The New Pride Project addresses many of the weaknesses LD/JD youths possess, such as poor social/life skills, low self-image and various academic disabilities. A programme that can state that 89% of the youths completing the programme have not been incarcerated again must surely have some significant value.

LD/JD in Canada

A structured training programme based on the social skills model has been developed over the past number of years at OISE (Ontario Institute for Studies in Education). This relatively new programme is called the "Social Interactional Program"(SIP) and is used as a general-purpose counselling strategy for working with young offenders.

The goal of this particular programme is to improve social coping skills of the individuals enrolled in the programme. The instruction is directed at developing particular cognitive skills, rather than certain behavioral strategies for working with young offenders.

The Social Interactional Approach is developed to provide training that will allow the clients to free themselves from the control of certain social stimuli on their functioning as a result of prior socialization experiences (Pass, 1986).

The first phase of the training/counselling focuses on the assessment of the client's difficulties. Pass (1986) states that, "these difficulties may deal with whether the problem can be understood in terms of troublesome social stimuli; what those stimuli are and how they affect the individuals and their relationship with others; and how the individuals had been socialized to react in that way"(p.37). Once the areas of difficulty have been located and are understood by both client and counsellor, the focus shifts to bringing about appropriate changes. These changes are developed through a desensitization process whereby; the client first re-evaluates the importance of the troublesome stimulus, e.g., approval from peers, by focusing on it and using rational thought/investigation. The client then experiments with alternative coping behaviors.

The instructional methods of the programme are divided into seven teaching units:

Unit 1: The counsellor's main task is to introduce the clients to the idea that their problems may be related to the influences that others might have on them. The counsellors also stress that with effort on the part of the clients, it is possible to learn new coping skills with which to deal with outside stimuli.

Unit 2: The counsellor encourages the clients to investigate people more closely, in order that they may understand the variety of behaviors each has and how these might affect the client. Attention is focused on seven types of clients' reactions to outside social stimuli, (i) anger, (ii) criticism, (iii) affection, (iv) sadness, (v) impulsiveness, (vi) indifference and (vii) commands.

Unit 3: The counsellor stresses the need for clients to observe, infer and evaluate situations carefully, so that they can appreciate how their actions are perceived differently by others (rather than the meanings the clients had assigned to it). Clients are taught that any inference on their part in a social situation must be open to a re-examination, since the inference might be incorrect and result in inappropriate actions or behavior.

Unit 4: Clients are taught to use language in a more definite and precise manner, instead of the abstract and often sloppy way it is used by delinquents. Through the clarifying of language, the confusion and uncertainty between what the listener heard and what the user meant to say can be reduced or eliminated.

Unit 5: In this unit the counsellor continues to assist the client to specify the social stimuli he/she finds to be difficult, along with the consequent reactions. The counsellor again directs the clients to consider the seven common types of reactions mentioned in Unit 2. The clients discuss how these reactions are displayed towards such groups as friends, immediate family members and authority figures such as teachers and bosses.

Unit 6: Unit 6 examines socialization experiences with the hope that past experiences could account for the client's learning an unacceptable/misplaced reaction. The client is shown that inappropriate reactions to a given social stimuli have been learned through past experiences and that through re-education, effective change can be achieved if the individual is prepared to put forth the effort required.

Unit 7: With the clear identification of specific troublesome social stimuli and learned past experiences, the counsellor's efforts to bring about change are possible. Counsellors assist the clients in focusing their attention on the stimulus by sensing or feeling it. Such a procedure combines relaxation with imaging of an adversive situation, with the end result being a gradual reconditioning of the individual. The results of the procedure show that once clients can focus more calmly on the outside stimulus, they can then experiment with other ways of reacting to the situation.

The Social Interactional Approach represents a programme with possibilities for use with incarcerated young offenders. This will need to be confirmed in further, more comprehensive research and study. Work already concluded with young offenders has found that the number of training sessions should be increased to approximately 12 to 16 sessions. This seems understandable when one considers the lower academic abilities of these adolescents. Pass (1986) suggests that, "findings from work completed to date with young offenders outline the need for a slower instructional pace, for more repetition of the concepts, more extensive practise of the exercises (modelling, instruction, homework assignments), and more chances to review efforts to integrate learning into practice"(p.42).

Young offenders are served by many different agencies as they move through the correctional system. These agencies may include the courts, detention centres, correctional institutions and group homes. Webb and Maddox (1986) allude to the importance of keeping the lines of communication open between administrators and the various agencies, so that educational programmes can be well-coordinated and continuous for students.

It goes without saying that administrators, both inside and outside of the institutional settings, need to be aware of the presence of learning disabled students within their own population, the needs of these students and their responsibility for providing appropriate educational programming for individuals.

Several situations similar to those described previously exist within the County of Wellington. In these institutions for young offenders, it appears that the "lines of communication" are open between administrators of institutions, schools and the board of education. The Wellington Detention Centre and Casatta House in Guelph, Ontario, are two institutions for young offenders where programmes in education have been developed. Interaction and communication between the board of education and detention centres have aided in the development of very successful programmes. The developing and implementing of educational programmes within the institutions are the responsibility of a specific section of the Special Education Department of the Wellington Board of Education. The

Board provides the teachers and coordinates educational programmes that meet the special needs of the young offenders.

The following section of this paper will outline the educational programming being implemented at the Wellington Detention Centre and Casatta House. It is worth mentioning that although the programmes do not follow a named format (i.e., Social Interaction, Project New Pride), they do have similar aspects, both academically and socially, that address weaknesses in the academic (cognitive) and social (behavioral) skills of their students.

Casatta House

Casatta is a group home that can service up to eight young offenders ranging in age from 12 to 15 years. Although it is an open facility where adolescents have the freedom of space, the offenders must remain on the property. Privileges for each of the adolescents are earned through a point system based on their daily behavior and completion of tasks.

Casatta houses three types of young offenders:

(i) Custody Adolescents: These adolescents have been sentenced and are serving their time at Casatta. The length of their stay depends on the sentencing by the judge.

(ii) Detention Adolescents: This group of adolescents have not been sentenced and are awaiting their court date and sentence. Sentence time will be served at Casatta beginning from the court date.

(iii) Family and Children's Services: This third group represents adolescents who need protection from either parents or people outside the family (peers), e.g., abusive behavior from parents, retaliation from peers.

Casatta serves both male and female offenders whose crimes might be break and enter, shoplifting, drug-related crimes, assault, prostitution and other street-related offences.

The educational programme offered at Casatta is compulsory for all adolescents. It provides a situation where one teacher programmes for the needs of the students, based on previous school records (OSRs) and assessment results obtained through testing at Casatta. The purpose of the educational (academic) programme is to provide for the proper educational needs of the youths so that they can be reintegrated into the regular school system at the completion of their sentence period.

The daily programme (Figure 8) can be divided into two sections:

(i) Academic - morning

(ii) Recreational - afternoon

FIGURE 8 - CASATTA DAILY SCHOOL SCHEDULE

8:00 to 8:30	News and "Problem of the Day"
8:30 to 10:30	Daily Assignments- Math, English, Journal (listed on board) Individual Credits & Computer
10:30 to 10:45	Break - You may go upstairs during this time
10:45 to 11:30	Individual Time - to complete assignments. You may work on individual projects, after assignments are complete.
11:30 to 11:45	Silent Reading - you may read a magazine, newspaper or novel. QUIETLY
11:45	Clean up the room. LUNCH
1:00 to 3:00	Monday,Wednesday,and Friday - Group Activity Tuesday and Thursday - Gym at the YMCA Afternoon activities are not planned until AFTER lunch. They may vary because the activities and gym depend on: -phase level of the student -previous behavior in an activity -availability of transportation -availability of staff -weather -number of students -moods and interests of students -male/female ratio of students -skill levels -individual suggestions Some afternoon activities may include volleyball, dodgeball, basketball, floor hockey, hiking, orienteering, soccer, art projects, board games, play reading, "talk walks", baseball, or other appropriate activities.

(i) Academic: The academic programme stresses the basic skills in reading, mathematics and writing (creative writing, journal). The adolescents are assigned various tasks in each of the subject areas, and these must be completed within a specific time period. The teacher at Casatta instructs on a one-to-one basis or in small group lessons.

All lessons and follow-up activities are based on the academic level and capabilities of each individual. The main focus for the teacher is to provide a programme that meets the needs of each adolescent and is a challenging and interesting use of his/her time, so that a more positive attitude towards school and education can develop. The teacher points out that proper programming is essential, since the range of academic ability can vary drastically.

The resource books, textbooks, concrete materials for mathematics and seat work assignments cover a number of levels of difficulty, so that the teacher can provide ample work at an academic level which will allow the student to succeed at a task. Through this type of programming it is hoped that aspects of the School Failure Rationale can be avoided or altered in some respects for the adolescents at Casatta.

(ii) Recreational: The afternoon programme is less rigid in terms of time and is directed towards social activities such as physical education, hiking, orienteering and other outdoor education activities. The administration at Casatta sees this time as being necessary, since it allows the youths time to socialize, get rid of excess energy and to complete certain tasks as a unified group. In this type of setting, education can take place outside the four walls of the classroom.

Social Life Skills are taught at Casatta House, but only as they are seen necessary by those on staff. Lessons in Life Skills might take the form of a whole group discussion or an individual counselling session. The whole group lessons/discussions are used when a particular incident or concern occurs on a certain day and needs to be dealt with by the group of adolescents.

Both Life Skills and Problem-Solving are dealt with on an on-going basis, due to the social make-up of the students. Topics like peer pressure and programmes to improve self-image are dealt with through role-play and modelling, to bring about change in terms of reaction to a given situation.

Casatta House is a small group home where a young offender has a chance to continue his/her schooling so that he/she can be reintegrated into the regular public school programme upon completion of the sentence. The programme offered at Casatta is a positive "go-between" for adolescents serving time.

Wellington Detention Centre

The Wellington Detention Centre is a maximum security centre for young offenders ages 16 to 18 years. It also houses adult (all male) inmates. The maximum number of young offenders in the Centre at one time is 18 to 20. These adolescents have been committed for many of the same crimes as those youths in Casatta; however, many are repeat offenders who are too difficult to handle outside of a maximum security centre.

The Wellington Board of Education provides two qualified teachers who develop and implement educational programmes as laid down in curriculum by the Board of Education. Unlike Casatta, the educational programme at the Detention Centre is optional and is taken mostly by youths who have a desire to return to school upon completion of their sentence.

The academic programme is similar in most respects to that of Casatta, in that young offenders are assesed through testing. The results of all records and tests enable the teacher to develop a programme to meet the academic needs of each adolescent. The young offender can work through his programme and receive remedial help for a specific number of learning disabilities, take courses for high school credits and take part in counselling sessions with the teacher.

The area of weakness in the educational programme at the Detention Centre might be seen as that of the Life (social) Skills. At this time the emphasis appears to be on the academic skills area, with little programming in the social area.

In summary, it appears that the educational needs of the young offender are being met by the educational programmes being implemented by both institutions. Given society's value on academic achievement, one is not surprised that most educational programming might center around the academic.

The concern is that research into such programmes indicates that LD/YO adolescents also possess social weaknesses, and that these deficiencies can lead to delinquent behavior. If an LD/YO adolescent is lacking in areas of proper social skills and cues, this must be addressed as part of the rehabilitation programme for the young offender. Doreen Kronick (1981) states: "We all share the feeling that when one takes a lifetime into consideration, social disabilities tend to be far more handicapping than academic deficits"(p.IX).

Summary of Chapter Two

Studies in LD/JD relationships consistently reveal a higher incidence of learning deficits among JD/YO than is expected in normal populations. From this review of the research, it appears that disabilities are a significant component or characteristic in juvenile delinquency and that statistical data do suggest that there is a causal relationship.

Research completed dealing with the Susceptibility and School Failure Rationales suggests that the key area for breaking the failure cycle is to be found in school and the educational system. Research results point out, with overwhelming consistency, that JD/YO have poor academic histories, chronic experiences of failure in school and often early suspension or early departure from school. The School Failure Rationale traces JD to a primary source - learning disabilities.

The review section of Chapter Two on assessment and educational (academic-cognitive) (social skills) programmes demonstrated that the learning problems of JD/YO have been difficult to identify. Only in the past decade has the role of Special Education programming in juvenile correctional centres been recognized by correctional and special educators (Rutherford, Nelson and Wolford, 1986). However, given the research on LD/JD-YO youths, it would seem that they do exhibit deficits in both psychosocial skills and cognitive and social behavior. The combination of poor social skills/problem-solving and weak academic skills creates a susbstantial handicap for any LD/JD-YO adolescent. If in fact LD/JD-YO youths are deficient in these key areas, then remediation programmes both in our schools and criminal institutions must continue to be developed to eliminate such weaknesses. The research shown throughout this chapter indicates that when appropriate educational assessment and academic and social programmes have been instituted, success has been noted.

Given the research cited in this chapter, it would seem that professionals involved in dealing with "youth in trouble" should be aware of the significant role that learning difficulties play in the success or failure of these young adolescents, not only in the academic areas but also in their social interaction with peers and society at large. It would be of interest to survey perceptions and opinions of such professionals to determine the extent to which an understanding of the learning disabilities is a part of their decision-making and planning for such youths.

It was therefore a major objective of this project to develop a survey to examine the perceptions of youth worker professionals.

Secondly, it was of interest to survey young offenders to examine their perceptions about school performance in the areas of academic and social abilities within the school setting.

CHAPTER THREE - RESEARCH PROCEDURES

Introduction

This chapter outlines the research instruments chosen for the project surveys and the procedures taken to carry out the survey designs.

Two questionnaires pertaining to a number of LD/YO characteristics were developed to explore the perceptions of both youth worker professionals and young offenders.

The aim of the survey for the group of 20 professionals was to see how the various professionals viewed adolescent young offenders. Observations were based on a number of LD/YO characteristics, the amount of contact each group had with the educational institutions and personnel and how each group felt about educational programming with regard to the treatment process of these adolescents.

The survey for the group of 23 incarcerated young offenders was aimed at identifying adolescent JD/YO perceptions concerning their school experiences as they related to learning difficulties and disruptive behavior.

Description of Survey Instruments

The Professionals' Awareness Survey(Appendix 1)

If proper educational programming is to be effective in schools and correctional institutions in Ontario, it seems imperative that professionals have an awareness and an understanding of adolescents with school difficulties in the areas of academic achievement and social behavior. The Professionals' Awareness Survey was designed so that the degree of awareness in such matters could be examined and measured, in order to determine the role educational backgrounds play in the decision-making and planning process for incarcerated youths.

The survey consisted of three parts, identified in this chapter as Part I - Background Information; Part II - Attitudes (Viewpoints and Experiences); and Part III - Professional Practices in Dealing with Adolescent Young Offenders.

Part I - Background Information

The professionals surveyed for this project were asked to respond to four items pertaining to their backgrounds. These included questions regarding age and sex, current employment, number of years in their current position, and previous positions working with young offenders.

Part II - Attitudes (Viewpoints and Experiences)

The instrument of research chosen for this survey was an attitude assessment method developed by Osgood, Succi and Tannenbaum (1957) called Semantic Differential. Best and Kahn (1986) describe this method as being one that :

> usually provides the individual being surveyed with a seven-point scale with two adjectives at either end of the scale, such as good - bad, unhealthy - healthy, clean - dirty. The respondent indicates an attitude or opinion by rating a group, individual or object on each of these bi-polar scales.(p.185)

The professionals were placed in two groups for the purpose of this survey: 1) Law Professions (police, judges, probation officers, lawyers) and 2) Helping Professions (childcare workers, social workers, educators, psychologists and psychiatrists).

Based on their experiences with young offenders, respondents were asked to rate 19 evaluative adjectives on a seven-point scale. This data would allow the author to compare and contrast the attitudes and opinions of both groups toward adolescent young offenders.

Part III - Professional Practices in Dealing with Adolescent Young Offenders

The final section of the Professionals' Awareness Survey consisted of ten items designed to identify professional practices in dealing with adolescents who were young offenders. The specific aim of this section was to determine the degree of awareness each profession had with regard to young offenders, the reasons for adolescents becoming delinquent in our society, the role educational success or failure had in determining a possible direction for delinquency, and the records and information used by professionals to help make decisions regarding a youth in trouble with the law.

School Behavior Survey (Appendix 2)

Studies outlined in Chapter Two of this paper (Mauser 1974; Meltzer, 1983; Pass, 1986; Ross and Fabiano, 1985) seemed to conclude that LD-JD/YO youths were lacking in the psychosocial skills (cognitive/academic and behavioral/social) and as a result of these disabilities, were seen as being more likely to experience learning difficulties and take part in disruptive classroom behavior. The School Behavior Survey was developed to indicate academic and social perceptions of school in the two groups studied: 1) Non-LD/YO and 2) LD/YO.

This survey consisted of three categories identified in this chapter as Part I - Background Information; Part II - Classroom Behavior Inventory - Self-Report Form; and Part III - Personal Judgement on Overall School Performance.

Part I - Background Information

Twenty-three young offenders were asked to respond to eight items designed to identify descriptive characteristics of each youth. After indicating age and sex, respondents were asked to answer a series of questions pertaining to their educational status. These items outlined current educational placement, drop-outs and reasons for leaving school.

Part II - Classroom Behavior Inventory Self-Report Form

An attitude assessment method known as the Likert Method of Ratings was chosen for this section of the survey. Incarcerated young offenders were asked to respond to 67 statements designed to measure their academic and social perceptions as they related to education and school performance. The statements expressed definite favourableness or unfavourableness to a particular point of view. The scale used in the assignment value of responses is outlined in Table 4.

Table 4: Likert Method - Scale Value

Response	Scale Value
Almost Never	1
Not Often	2
Sometimes	3
Fairly Often	4
Very Often	5

Part III - Personal Judgement on Overall School Performance

In this section, adolescents were asked to respond to a series of questions that would describe their school years in terms of areas of interest in school and type of student each saw themselves as being. Part III also included items pertaining to level of achievement, influence of peers on school performance and whether or not students had received any special assistance in academic and behavioral programming while in school.

Description of the Subjects

Professional Sample

The group of professionals referred to as "Law Professionals" lived and worked in the Orangeville, Ontario, area and were contacted by telephone or by personal visit by the author.

The Law Professionals group consisted of four males ranging in age from mid-thirties to mid-fifties and two females between the ages of thirty and forty. The range of service within the group was between two and twenty years.

Those in the Helping Professions were from Orangeville, Toronto and Guelph, Ontario, and worked in most cases in the three institutions outlined in Appendix 3.

Contacts were made with the liasons at the institutions, who then relayed surveys to the respondents.

The 14 Helping Professionals included 7 males ranging in age from 30 to 56 years, and 7 females between the ages of 20 and 45 years. This sample of significantly younger individuals had worked approximately two years in their professions, with the eldest member working a maximum of 11 to 15 years.

Student Sample

Twenty-three incarcerated youths were divided into two separate groups: 16 non-LD/YO and 7 LD/YO students.

The youths came from three institutions in Southern Ontario. A detailed account of the purpose, set-up and background of each centre is outlined in Appendix 3.

The sample was obtained by contacting key individuals in each of the three institutions.

The adolescents for the School Behavior Survey were chosen upon the recommendations of the institution liasons, after discussing the educational records and academic and psychological testing of these students with other institute personnel who had direct contact with the respondents.

For the purpose of the survey, the respondents from the three institutions were grouped together under the general headings, LD/YO and Non-LD/YO.

The LD/YO group consisted of seven males ranging in age from 13 to 17 years, with a present grade level between grade 8 and grade 11. The non-LD/YO group consisted of 15 males and 1 female. The age of the adolescents ranged from 14 to 16 years, with grade levels from grade eight to grade ten.

Procedures

Law Professions' Surveys were distributed in person with an invitation to contact the author regarding clarification of any item of the survey. Responses were collected over a three-week period with 21 actual surveys received from the possible 30 participants. Efforts were made to contact the remaining 30 percent by telephone, but no responses were forthcoming.

The high rate of response (70%) is acreditted to the level of interest and commitment to this project displayed by the professionals who took part.

Liasons for the institutions were contacted by telephone and asked to take a number of surveys for the professionals within their place of work. A detailed discussion and visit with the liason helped to ensure a clear understanding of the questions in the survey.

The position of the liasons (i.e.: co-worker, superior) and the liasons' ability to indicate an exact number of responses resulted in a return rate of 100%. These surveys were left with the liasons for three weeks. No follow-up calls were necessary.

Student Sample

Student surveys were completed as part of an in-school project. The same institutional liasons were contacted and briefed with regard to the survey. Educators indicated the number of surveys per class and returned them to the author after three weeks.

Because students were afforded the opportunity to answer within the structure of the school setting and were given no limitations with regard to appropriate responses, a return rate of 100% was achieved.

Analysis Procedures

The two surveys were coded according to the guidelines established for interpreting results (Appendix 4). Two volunteer coders were trained to record all survey responses and final results were reviewed by the author.

Analysis of the data included statistical descriptions of the item responses by subgroup, comparisons of responses by subgroup and observations regarding a range of responses within the subgroup (e.g., teacher versus social worker within the broad heading of Helping Professions).

Surveys were designed so that questions could be categorized for more detailed interpretation. Questions fell into specific classifications that would enable a comparison of a number of attitudes/skills characteristic of a given group.

For the Professional survey, the characteristic classifications included: attitudes regarding young offenders, use of support information, the impact of information from educational institutions in dealing with delinquents and use of alternate support services.

Student categories centered around the areas of positive interactions, work habits, negative learning experiences, acting out, impressions about school concerning self-image, appropriate programming, assistance and support at school.

Research Limitations

It has been indicated by Best and Kahn (1986) that both the Likert Method and Semantic Differential have limitations as methods for assessing opinions. Since the testing of an attitude is qualitative in nature, care had to be taken in interpreting the results and in encouraging openess by participants. Efforts by the author to explain the survey, to encourage honesty and to leave room for written commment in dialogue by the participants, helped to yield optimum results within the confines of the testing tools.

Until more precise measures of attitude are developed and tested, the methods used by the author serve as useful indicators when dealing with social research data.

Responses given to the survey indicated a desire to express opinions without fear of judgement. Student responses in particular were extremely graphic and unconcerned with the author's opinions of them as students or individuals.

Best and Kahn also raise questions with regard to validity of the assessment tools when considering whether or not the respondent can realistically react to short statements in printed form without real-life situations to substantiate their responses.

The author believes that respondents were selected because of their real-life involvement with young offenders. He also contends that time spent with liasons and professionals resulted in a clear understanding of the task at hand.

A final criticism of the test would be the limited sample size. The high percentage of response, coupled with the diversity within the sample, provided a representative group for observation and consideration.

In short, the seeming lack of numbers was compensated for by the representative nature of the actual survey sample.

It is duly noted that a study of this nature, with given limitations, cannot be used as absolute proof of a causal relationship; however, one cannot overlook the similar patterns which exist between this study and already established professional research.

Statement of Hypotheses

Research indicates a relationship between learning disabilities and young offenders. It is hypothesized that by investigating the survey sample, the relationship between learning disabilities and delinquency is supported.

It is generally believed that proper programming in academic and social skills is required for the successful handling of young offenders. The author therefore contends that it is likely that those in the Law Professions are less concerned with the educational backgrounds of young offenders when considering sentencing or appropriate placement of these adolescents.

It is hypothesized that responses for the student surveys will support and reflect the information conveyed in the School Failure and Susceptibility Rationales.

After consideration of the literature on Learning Disabilities and Young Offenders and the results of the Student Survey, the author hopes to substantiate the notion that LD/YO are more likely to have more negative feelings about their school experiences, while the educational experiences of non-LD/YO seem to have little or no influence on delinquency

Summary of Chapter Three

This chapter has outlined the research instruments designed for the project surveys and the procedures taken to carry out the survey designs.

The participants and their selection were fully described, as were the analysis procedures using the Codebook for Professionals and the Codebook for Students (Appendix 4).

The chapter addressed the limitations for the Likert Method and the Semantic Differential as methods for assessing opinions. Despite these limitations, the author substantiated the validity of his findings with a number of justifications. These included personal contact with liasons who had direct real-life experiences with young offenders, an open forum in which to voice opinions about the survey questions and a high rate of survey return coupled with the diversity of respondents within the survey sample.

A statement of hypotheses served as a conclusion to this chapter. The hypothesis dealing with the professional group indicated a belief that professionals are less likely to consider educational backgrounds when determining sentences.

The student response hypotheses supported the School Failure Rationale and Susceptibility Rationale, and also suggested that LD/YO students are more likely to have negative feelings about school experiences than their Non-LD/YO counterparts.

Paramount in the hypotheses section is the notion that there is a relationship between learning disabled students and their tendencies toward juvenile delinquency.

CHAPTER FOUR - RESULTS OF THE STUDY

Introduction

Completed data from the Professionals Awareness Survey and the School Behavior Survey were open for interpretation and discussion. A group of 11 men and 9 women between the ages of 20 - 56 years responded to the Law Professionals' survey. Respondents were further categorized into two groups, Helping (14 people) and Law Professionals (6 people), based on their current occupation. This sample came from three centres in Southern Ontario (Toronto, Guelph and Orangeville).

The 23 young offenders who responded to the School Behavior Survey represented both Non-LD/YO (15 males, 1 female) and LD/YO (7 males). Adolescents ranged in age from 13 years to 17 years. All incarcerated youths who responded to the survey were involved in a variety of types of school programmes at one of three institutions in Southern Ontario.

Both professional and student responses were gathered over a three-week period and interpreted through use of such coding methods as the Semantic Differential (for Professional Surveys) and the Likert Method (for the Classroom Behavior Inventory section of the Student Behavior Survey). Further information was coded and interpreted according to the strength and/or polarity of responses. These responses were then expressed in table form to lend support to the hypotheses.

Data that follows are a compilation of both tables and interpretation of open-ended commentary by the participants. They have been organized and presented to lend support to each of the four hypotheses outlined in Chapter Three.

Findings

It would seem that professionals involved in dealing with young offenders should be aware of the important role that learning difficulties play in the success or failure of adolescents in school and society. The data presented will indicate the degree of awareness the two groups of professionals have in understanding the extent to which educational disabilities/difficulties influence decision-making and planning for such youths.

The Law and Helping Professionals rated 19 bi-polar adjectives on a seven-point scale. Adjectives selected were representative of the two groups in question, those being traits of young offenders with learning disabilities and traits common to the stereotypical young offender. Traits of young offenders with learning disabilities are typified by items d,f,g,j,k,l,m,q on Table 5, while items a,b,c,e,h,i,n,o,p,r,s were intended to represent the non-learning disabled young offender.

The survey design was modified to create polarity in the responses. The seven-point scale was collapsed into three categories, representing a response toward a negative behavior (1,2,3=1), a noncommital response (4=4), or a response toward a positive behavior (5,6,7=7), as expressed in Table 5.

General observations of Table 5 would indicate that Professionals in both the Law and Helping groups view the delinquent in similar ways. Closer inspection of a number of characteristics, however, reveals a sensitivity to the more affective elements of the learning disabled young offender by those in the helping group.

Contrasts of particular note would include responses to items d,f,j and k. Each of these was intended to show sensitivity to the traits of the young offender with learning disabilities and did so by showing that Helping Professionals responded more positively to these traits at a rate 25 to 36 percent higher than their law counterparts on these items. Conversely, Law Professionals scored higher in terms of responses which support a reflection of the stereotypical young offender as illustrated in items c,h,n and o.

Results from Table 5 help to support the contention that Law Professionals are less concerned with the educational backgrounds (often expressed in the form of learning

Table 5: Viewpoints/Experiences - Descriptions of the Delinquent

Bi-polar Adjectives	Law			Helping		
	1	4	7	1	4	7
		%			%	
a) Dishonest/Honest	67	17	17	71	14	14
b) Hostile/Co-operative	83	17	0	93	7	0
c) Aggressive/Passive	83	17	0	71	14	14
d) Poor Image/Good Image	67	17	17	100	0	0
e) Angry/Accepting	83	17	0	86	7	7
f) Awkward/Timid	67	33	0	93	7	0
g) Unco-ordinated/Co-ordinated	33	50	17	43	43	14
h) Immoral/Moral	83	17	0	71	29	0
i) Moody/Happy	83	17	0	93	7	0
j) Spontaneous/Impulsive	67	33	0	93	0	7
k) Manipulative/Passive	50	33	17	86	14	0
l) Ignores past/Learns from past	83	17	0	86	7	7
m) Inattentive/Attentive	83	17	0	71	21	7
n) Poor Attitude/Good Attitude	83	17	0	79	21	0
o) Disobedient/Obedient	83	17	0	71	29	0
p) Hard/Easy to discipline	83	17	0	79	14	7
q) Seeks/Avoids attention	83	17	0	86	14	0
r) Dare-devil/Fearful	83	17	0	71	21	7
s) Resentful/Accepts criticism	67	33	0	86	7	7

disabilities/difficulties) of young offenders than are those in the Helping Professions.

Table 6 displays the findings of the respondents who use records or information to assist them in the decision-making process with Young Offenders. A visual inspection of this table indicates that records are used to a large extent by both groups; however, those in the Helping Professions use this sort of information in each case. Moreover, better than one quarter of the Law Professionals made no reference to such records as helping them to assess an indivdual. While it is encouraging to see that records are considered by such a high percentage of Law Professionals, one is still alarmed by the total disregard of these important data by 28% of the group.

Table 6: Use of Records and Information

Use of Records/Information	Law %	Helping %
Yes	71	100
No	14	0
No Response	14	0

Table 7 presents the specific type of information used by each professional group when considering such things as sentencing or placement for the serving of a sentence. The use of educational records by the Helping Professions is substantially higher than by those of the Law Profession, indicating that they are more concerned with the educational and historical backgrounds of young offenders.

Responses from the survey show that social workers, childcare workers and educators use achievement reports and educational and psychological assessments as tools for the determination of appropriate action for the young offender.

The high percentages of the Law Profession responses are in the areas of police reports and past history/evidence. These indicate a strong "arm of the law" attitude toward the youths being dealt with. Written responses from this group suggest that police officers, juvenile lawyers and judges are more likely to use predisposition reports, presentence reports, court evidence and counsels' submissions to assist them in the sentencing of young offenders. In general, it appears that Law Professionals give little consideration to educational background and its impact on a youth's tendencies toward delinquency.

Table 7: Types of Information Used

Types of information used	Law %	Helping %
OSRs and School Records	17	50
Police Reports	83	43
Past history/ evidence	100	43

Professionals who come in contact with young offenders have many avenues at their disposal when making decisions about young offenders. Table 8 outlines the variety of sources used by each professional group in the making of decisions regarding youth in trouble.

The law profession by its very nature uses court/law-based agencies one hundred percent of the time as sources of information. Responses from the professionals indicate that police agencies, Family and Children's Services, probation officers and Crown Attorneys are contacted most often for assistance, while psychologists and psychiatrists are used less frequently.

The Helping Professions tend to use school-based agencies when asking for assistance. Professionals in this group indicate that educational organizations and personnel were used most, with a heavy reliance on probation officers, social workers and the Children's Aid Society for additional information.

It is interesting to note that a mere four percentage points separate the two groups in their utilization of school organizations and educational personnel. In fact, the Law Professionals made use of this group second most frequently in their deliberations.

Table 8: Sources Considered for Decision Making:

Groups, Agencies People Used for Decisions About Young Offenders	Law %	Helping %
Court	100	50
School	79	83
Family	7	33

Research shows that a number of young offenders are learning disabled and have a history of failure within the school system. A comparison of the two professional groups surveyed should indicate an awareness of this observation and the means by which professionals access this information.

If personnel within the two groups did in fact consider academic achievement in their analysis of the fate of the young offender, they did so through the use of report cards, standardized tests and psychological testing. Of the 67 percent of the Law Professionals who did respond in the affirmative to use of this information, all sources including OSRs were considered. The 86 percent of Helping Professionals who used academic achievement as a criterion for consideration of offenders relied most heavily on report cards and psychological tests as sources of information.

A range of 20 percentage points in the use of academic achievement as a factor in dealing with offenders by those in the Helping Professions is significant when drawing conclusions. This statistic would in turn indicate a raised consciousness of the import of learning difficulties and its correlation with delinquency by those in the Helping Professions.

Further to the opening statement regarding delinquency and academic achievement, it is believed that contact with school personnel will provide a more rounded picture of the adolescent and his successes at school. Consideration of a child's academic and behavioral history, coupled with his/her attendance record, should help to create an indepth profile of the student.

Analysis of the types of personnel used by the two professional groups will then indicate the areas each considers important in terms of getting to know and understand the delinquent.

Survey results suggest that Law Professionals tend to be more concerned with talking to those in the administrative areas of the school (principals, vice-principals, attendance counsellors) and have little regard for the comments of those who deal with the social/behavioral and academic aspects of the child's school career (special education teacher, guidance counsellor, childcare worker and classroom teacher).

The survey results indicate a broader use of information sources by Helping Professionals. Most respondents had contact with a large group of personnel, representative of all aspects of the child's background in terms of academic, social and attendance concerns.

After consideration of all of the materials concerning academic achievement, it is important to discern whether or not professionals do in fact consider educational ability as a precursor to delinquency. Table 9 provides the data that are needed to establish a general statement by both groups regarding the relationship between educational ability and the adolescent's tendencies toward delinquent behaviour. It was the survey design's intention to use this question as a major indicator of the underlying premise of this paper, that being, that there is a causal relationship between learning disabilities and juvenile delinquency.

Survey results indicate a strong support of the causal relationship between learning disabilities and young offenders, with half of the Law Professionals answering in the affirmative and better than three-quarters of the Helping Professionals stating a similar viewpoint. The repeated pattern of significantly higher positive responses from the Helping Professions is duly noted.

Table 9: Educational Ability as it Pertains to Delinquency

Educational Ability as it Pertains to Delinquency	Law %	Helping %
Yes	50	79
No	17	7
Not Sure	33	14

Methodology for dealing with the offender is considered subject to the perceptions each group of professionals has about a given adolescent. It seems realistic to assume a variance in the type of sentencing or treatment when learning disabilities/difficulties are considered. Table 10 indicates the types of programming used by each group and in turn reflects the degree to which educational backgrounds play a role in the determination of suitable programming.

A "supportive/therapy" approach is favoured by approximately three-quarters of the Helping Professionals and indicates interest in dealing with the areas of difficulty which seem to be causing problems for the adolescent. Their lack of support for punitive measures (14%) is indicative of their role as a helping group.

Law Professionals favour punitive measures at a rate double that of the helping group and use "supportive /therapy" forms of treatment less than half as often as their helping counterparts. This once again indicates the "arm of the law" attitude frequently conveyed by Law Professionals and a probable disregard for influences like learning disabilities.

Table 10: Methods of Dealing with Delinquents

Methods of Dealing With Delinquents	Law %	Helping %
Supportive/Therapy	33	71
Incarceration/Punitive	33	15
Uncodable	33	14

The young offender is unique in many ways and is faced with many challenges as he/she pursues life in school and society. When that same offender is experiencing difficulties or disabilities in terms of his/her learning, careful consideration of that problem will help to make sense of the pattern of behavior which has somehow contributed to this tendency towards delinquency.

The research in this chapter will support the notion that learning difficulties and disruptive behavior lead to negative perceptions about school, and as such the LD/YO student will have a more negative view of his school experience than that of the non-LD/YO.

Findings

Students involved in the School Behavior Survey rated 67 items on a five-point scale known as the Likert Method. Descriptors for responses represented frequency of experience with a given item from Almost Never (=1) to Very Often (=5). Items were intended to typify the types of behaviors and experiences seen more prevalently in LD/YO as opposed to non-LD/YO.

Respondents were also asked to react in checklist and paragraph form to a number of items concerning their experiences at school. The open-ended nature of the questions in this section provided students with an opportunity to answer on a more personal level. These responses tended to support many of the notions put forth in the hypotheses section of this paper.

Questions which most definitely support the hypothesis regarding negative impressions about school were those which provided room for commentary by the respondent. Questions I(i)(ii) (p.10) allowed students to respond in checklist and paragraph form to 15 descriptors representative of their school years. Table 11 reflects a summary of these results in terms of negative versus positive outlook on school experience. The observer can clearly see that Non-LD students felt more positive about their school years at a rate five times that of their LD counterparts. A response regarding all negative experiences was also almost five times greater for LD students than for those without learning difficulties/disabilities.

Table 11: Description of School Years(with descriptors)

Point of View	Non-LD/YO %	LD/YO %
All Negative	13	57
50/50	13	29
More Positive	31	0
All Positive	44	14

Table 12 is representative of the written comments of all respondents in terms of their overall impressions of their time at school. No descriptors or checklists limited the scope of response in this section. The nature of comments was coded under the headings Positive, Negative and No Response, for interpretation.

Once again analysis of the written results shows an overwhelming variance in the opinions of non-LD versus LD students in terms of their commentary regarding their impressions of school.

It is interesting to note that an almost equal number (within 4%) of respondents replied to the question regarding school experience, but that their responses represented the opposite ends of the spectrum. (LD students responded negatively; Non-LD responded positively to the same question at the same rate.) It has been suggested that the higher rate of 'No Response' by the LD group could be a direct result of the placement of the question (last on the survey) and the requirement of the respondent to write, in length, in paragraph form.

Comments written by the students for question IX(i) (p.12) reflect the negative perceptions on the part of LD/YO adolescents. Written responses included statements regarding whether or not teenagers should have to go to school, coping with school, strong dislikes for the institution, boredom and use of profanity to describe a real hatred for school. The statement which best sums up a typical LD/YO response was made by one of the LD students and simply said, "I don't like school, I wish you were born smart."

While some students in the non-LD group tended to be negative about their school experience, responses from this group tended to be more positive in nature. These students seemed to recognize that the onus was on them to make school a positive experience and that it had a value to them in terms of making a good life at the conclusion of their education.

Table 12: Description of School Years (open-ended commentary)

Point of View	Non-LD/YO %	LD/YO %
Positive	81	0
Negative	13	86
No Response	6	14

A number of components of the School Failure Rationale are supported by Tables 13 through 16. These findings pertaining to negative learning experiences (poor achievement) and selfesteem (image) lend credibility to the Rationale and to the patterns of delinquency in LD versus non-LD students.

Tables 13 and 14 reflect the aspects of the School Failure Rationale which deal with negative learning experiences. Components which consider poor academic achievement and the labelling and grouping of students experiencing difficulty are supported by the data expressed in these tables.

Table 13 illustrates students' feelings regarding their own ability to understand the work being taught in the classroom. Students free of learning disabilities commented more positively with regard to their comprehension of subject matter at school. While the non-LD group admitted to having difficulty with understanding material 44% of the time, the LD group made the same admission at almost double the rate.

Table 13: Impressions Regarding Comprehension of Work Taught

Impressions re: understanding of work taught	Non-LD/YO %	LD/YO %
Yes	44	86
No	56	14

Table 14 is an indicator of the type of placement students received within the classroom setting. In general it reflects the grouping by academic ability of the students within the sample. According to the survey results, half of the non-LD/YO students were grouped with others experiencing difficulty in academic subject areas, while approximately three-quarters of the LD/YO found themselves in similar groupings.

Table 14: Groupings According to Academic Ability

Experiences with academic grouping	Non-LD/YO %	LD/YO %
Yes	50	71
No	50	29

Research indicates that LD/YO adolescents have a negative self-image which often contributes to the patterns of delinquency cited in the School Failure Rationale. Items of particular interest in support of this study include feelings about ones' self, perceptions by peers and need for other forms of success (acting out) .

The School Behavior Survey for students presented the author with some surprising results in terms of the LD student and his/her image of self. Even though the academic records of these students indicate that they are poor academic achievers, items in the Classroom Behavior Inventory and in the anecdotal portion of the survey seem to reveal that LD students in fact view themselves quite positively (Table 15). The author suggests that the explanation for such results might be attributed to a real desire not to reveal their weaknesses to peers or adults. This finding is supported when looking at responses by the LD group regarding impressions of themselves by peers (Table 16).

Table 15 shows percentage responses to the question, "What type of student were/are you in school?" Responses were categorized in three groups as outlined in the table. It is of particular interest that four times the number of LD students versus non-LD students viewed themselves in the category "High Achiever/Good Student."

Table 15: Student Perceptions of Personal Academic Standing

Levels of Achievement	Non-LD/YO %	LD/YO %
High/Good Student	6	29
Average/Satisfactory Student	88	57
Low/Poor Student	6	14

The results of Table 16 give a clear indication that even though the LD/YO students see themselves in a positive light, they believe they are perceived more negatively by classmates.

Findings displayed in the table show that LD/YO students chose not to respond to this question in almost 60% of the cases. The author would like to suggest that the reasons for the lack of response could also be attributed to the LD/YOs' desire to keep these negative perceptions to themselves. When the LD/YO students did choose to respond, less than 15% believed that peers viewed them in a positive fashion. Those without learning disabilities had positive feelings about peer opinions better than 50% of the time.

Table 16: Student Perceptions on How Others See Them

Student Perceptions	Non-LD/YO %	LD/YO %
Viewed Positively	56	14
Viewed Negatively	6	29
No Response	38	57

Information gleaned from the 67-item Classroom Behavior Inventory is far too detailed and involved to represent wholly in table form. It was therefore the author's intention to complete the analysis by summarizing and interpreting the remaining data under the broad headings Positive Interactions and Acting Out/General Impulsiveness, in the hopes of finding support for the School Failure Rationale and the Susceptibility Rationale. Results of these clusters will be represented in table form or in summary paragraphs where applicable.

In the case of the student surveys, ratings were determined using the Likert Method (see Table 4). The survey design was again modified to help create polarity in terms of analysis of response.

Three categories were derived from the original five-point scale, to help represent polarity in response. The responses represented frequency so that (1,2=1) for a response of Seldom or Never, (3=3) for a response of Sometimes, and (4,5=5) when a response fell into the category of often or very often.

In the case of Positive Interactions it would appear that LD students have more negative experiences when dealing with peers or other people at school. Questions in this cluster included input on such things as feelings, citizenship, compatibility, interactions within the class, participation and emotions. For specific references to these questions, see items 2,3,5,6,7 and 10 of the Classroom Behavior Inventory - Student Behavior Survey.

Table 17 is just one example of the sorts of responses derived from this section. In response to the statement, "I am friendly towards most all of my classmates, even those who aren't popular" the non-LD students agreed with the statement at a rate double that of the LD group. It is also interesting to note that only 6% of the non-LD responded in the category of "never/not often."

Table 17: Relationships with classmates - friendliness

Frequency of Interaction	Non-LD/YO %	LD/YO %
Almost Never/Not Often	6	14
Sometimes	13	43
Often/Very Often	80	43

After careful review of the items dealing with General Impulsiveness/Acting Out (See questions 31, 33, 36 38, 50, 53, 54, 55), the author was unable to find solid support for the notions expressed by the Susceptibility Rationale as it applies to these headings. The author assumes that either the statements failed to best represent these character traits, or that in fact these traits did not exist, or were not recognized by the students within his sample.

In most cases neither the LD nor non-LD groups were willing to acknowledge any behaviors in the category "Often/Very Often" and tended to deny the behaviors completely on an average of 50% of the time. The non-commital nature of the qualifier "Sometimes" may also have taken something away from the responses in terms of a definite stand on a particular statement (i.e., polarity of response).

Summary of Chapter Four

This chapter presented the results of the Professionals' Awareness Survey and the Student Behavior Survey, which were developed as testing instruments for this paper. Results of the Professionals' Awareness Survey were seen to support the hypothesis that "the Helping Professions are more concerned with the educational backgrounds of young offenders than are the Law Professions when considering sentencing or appropriate placement of these adolescents".

The Helping Professions consistently ranked the use of educational background/history higher than did Law Professions. They indicated an awareness of the positive character traits of the learning disabled young offender in the Viewpoints and

Experiences segment of the survey and placed more emphasis on learning disabilities as a possible contributor to delinquency. Tables presented in this section showed statistical support for this hypothesis.

The School Failure Rationale and Susceptibility Rationale are established hypotheses which support a causal relationship between learning disabilities and young offenders. The School Behavior Survey was intended to support and reflect the various items contained in both rationales. Responses from the survey sample indicate that the School Failure Rationale has considerable merit. Data intended to substantiate the Susceptibilty Rationale were far less convincing and very much open to the interpretation of the author.

Some questions derived from the items within the Rationales were intended to address the concern regarding negative feelings about school. The author's contention that the LD/YO would have more negative opinions about school was best substantiated in the anectdotal comments (open-ended) portion of the School Behavior Survey. Clearly, the LD/YO student expressed a more negative sentiment when asked to comment on his/her experiences at school.

The major hypothesis of this paper, "that there is a relationship between learning disabilities and young offenders" is supported by many of the data already cited in this chapter.

When one reviews the general negativism expressed by LD/YO towards school, the well-supported evidence of items in the School Failure Rationale and the comments of those professionals who work directly with these adolescents, it is certainly possible that such a relationship exists.

CHAPTER FIVE - SUMMARY, DISCUSSION AND RECOMMENDATIONS

Restatement of the Problem

The focus of this paper centers around the notion that juvenile delinquency is a probable consequence of learning disability.

Supportive research, literature and quantitative studies (Crawford, 1982; Keilitz and Dunivant, 1986: Mauser, 1974: Meltzer, 1983) with impressive data results, suggest that learning disabilities contribute to delinquent behavior and to the type of future sentencing by juvenile courts. Indeed, the large number of findings supported by these studies lend credence to the suggested relationship between learning disability and juvenile delinquency.

The paper itself was divided into three main sections. The first dealt with an examination of the literature and completed studies which suggested a causal relationship between LD and JD.

The project's second objective was to investigate and examine academic (cognitive) and social (behavioral) skills programmes being used in the United States and Canada to meet the needs of the learning disabled adolescent.

A third and final concern of the paper was to review the results of surveys created by the author for professional people who work with young offenders and for the offenders themselves.

The concerns addressed in these surveys are three-fold. The first dealt with the awareness of professionals when considering the implications regarding educational background of the young offender prior to sentencing or placement.

The second aspect worthy of consideration dealt with the notion that LD/YO have certain characteristics which seem to influence their tendencies toward delinquent behavior. This is supported by information expressed in the School Failure and Susceptibility Rationales (Lane, 1980).

Professional responses from the surveys were categorized and interpreted under the broad headings (1) use of records, (2) contact with school personnel, (3) characteristics of the young offender, (4) importance of educational background. Information gleaned from these results was then utilized as a basis for comparison between the Helping and Law Professionals.

Responses of the Student Behavior Survey aided in the author's consideration of the School Failure Rationale as a logical premise for students with learning disabilities. These responses categorized under such headings/clusters as (1) acting out, (2) negative experiences, (3) self-image and (4) influence of peers were then used to help draw conclusions regarding young offenders' opinions about school and the general link between disability and juvenile delinquency.

Underlying concerns of this study included the fact that a random sample might not reflect the same patterns of delinquent behavior in young offenders as cited in the literature (Berman, 1975; Crawford, 1982; Broder et al.,1981), and that the testing tools (Semantic Differential and Likert Method) might not adequately reflect the opinions of respondents on questions in the affective domain.

The author furthermore recognizes the limitations of his survey design. His intention then was only to attempt to reflect or refute an already established knowledge base, derive support for those findings and finally suggest direction and recommendations for further study and consideration in terms of this implied relationship.

Main Features of the Method

Two surveys were designed to help ascertain viewpoints that would substantiate the main hypothesis of this paper. Results of each were intended to add credibility or background information regarding a link between juvenile delinquency and learning disabilities. Further to this, segments of the surveys were to be used as interpreters of the other hypotheses concerning each of the two survey groups (professionals and students).

Professional results were meant to substantiate the notion that varying professions place differing importance on the influence of LD on the offender. The School Behavior Survey was intending to corroborate the School Failure and Susceptibility Rationales and support the author's contention that an LD/YO student would have more negative feelings about his/her school experience than would a young offender who was free of learning disability.

The survey design was intended to reflect information gleaned from the review of literature and most importantly the characteristic traits inherent in the School Failure and Susceptibility Rationales. Methods for interpretation included the Semantic Differential (for professional surveys) and the Likert Method (for student surveys).

A total of 43 people (20 professionals and 23 incarcerated youths) from three centres in Southern Ontario responded to the two surveys over a three-week data collection period. Results of their responses were reviewed using the aforementioned methods of interpretation.

The survey was straight-forward in nature, with respondents answering in checkmark or sentence form. Any queries that arose from the survey were directed back to the author for clarification, through the use of liasons for both the professional and student groups.

Responses were then coded according to a point system for tabulation based on the criteria listed in terms of strength and/or polarity of response. Questions were clustered around specific headings in order to support or refute findings in the literature and information supposed by the hypotheses.

Final results were expressed in table form in Chapter Four of the study, with particular attention paid to those items which shed light on a particular hypothesis.

Main Findings

When the Professionals' Awareness Survey results were tabulated, credence was lent to the hypothesis that Helping Professionals consider educational background more frequently and seriously than do their Law counterparts. Further support was added to the general premise that there is a link between LD and YO based on the opinions of the 20 professionals from the Law and Helping Groups.

Most significant in the findings were conclusions derived from the rating of the 19 bi-polar adjectives. These indicated a sensitivity to the affective components of the young offender by the helping professions. Contrasting opinions of the two groups serve to support the hypothesis regarding relevancy of educational background. The helping professions tended to favour descriptors like good image, timid, spontaneous, and passive in their descriptions of the students (as opposed to poor image, awkward, impulsive and manipulative) at a rate 25%-36% higher than the law professionals.

Stereotypical descriptors of the young offender as aggressive, immoral and disobedient occurred at a similar frequency within the law professions group, lending support for the lack of consideration of the possibility of disability being a contributing factor to one's character/makeup.

Use of school records would also indicate a sensitivity to the "whole child" in terms of his academic performance relating to his actions as a delinquent. While records were used by both groups, it is interesting to note that the Helping Professions appear to use records in their deliberations on every occasion while Law Professions make reference to this body of information only 71% of the time. While both figures are quite high, the implication here is that the Helping Professionals regard school records as part of the child, as opposed to the Law Professionals, who might consider this item simply as extra information.

The results from Table 9 were intended to directly support a general statement regarding educational ability as a precursor to delinquency. Opinions from this question were then included in a discussion of the link between juvenile delinquency and disability. The author was encouraged by the higher rate of response in the affirmative to the question

"Does educational ability pertain to delinquency?," by the helping group (i.e., 75% of the respondents answered "yes") in terms of proving the hypothesis. He was also surprised at the high levels of the response "not sure" by one-eighth of the Helping Professionals and one-third of the Law Professionals.

Findings of the Student Behavior Survey were controversial to say the least. Even though the author was able to substantiate his hypotheses and the materials proposed in the School Failure Rationale, there was a definite need for interpretation and interpolation of the survey results.

Items from this survey were clustered around the broad headings (1) Negative Impressions about School, (2) School Failure Rationale, (3) Self-Image, (4) Opinions from Peers and (5) Acting Out.

In the initial stages of analysis it appeared that responses would support the hypotheses as predicted. The instance of overwhelming positive versus negative feelings about school by Non-LD students (i.e., five times greater) certainly indicated substantiation of the hypothesis that LD students have more negative feelings about school than do their Non-LD counterparts. Following this were written comments which reflected a real sense of negativity and frustration on the part of LD students.

Questions which centred around the School Failure Rationale were expressed in Tables 13 through 16 and considered

Comprehension of Work Taught (Poor Academic Achievement), Groupings According to Academic Ability (Labelling/Grouping)and Student Perceptions of Academic Standing by Self and Others (Academic Achievement/Self Image).

Items in Table 13 reflected strongly the lack of comprehension of the work taught by the LD group. Eighty-six percent of the respondents were quick to admit that they did not understand the work taught "most of the time." This figure is in sharp contrast to the rate of 44% admitted by the Non-LD group.

Revelations about self-image produced interesting results. Here, 29% of LD students felt that they were "good students/high achievers" when only 6% of those in the Non-LD group placed themselves in this category. It was duly noted that the academic achievements in school records of these students did not reflect this same level of academic ability and therefore lent support to the author's supposition that the images these students have of themselves are often masked by the expectations of the group in which they find themselves. This very notion in turn supports the LD student's need/desire to "fit in" and to then perhaps be tempted or coerced by other negative influences without concern for the unacceptability or consequences of his/her actions.

A curious addition to this observation was the response given regarding opinions as to how others see the young offender. The raw data, which show that less than 15% of LD believe others see them in a positive light versus 56% in the Non-LD group, is significant. More significant to the author, however, was the fact that 60% of the LD students chose not to respond to the question at all. The author wishes to suggest that this avoidance of response might be a direct result of the need to avoid acknowledgement of others' perceptions in terms of socially awkward behavior as suggested in the School Failure Rationale.

The 67-item Classroom Behavior Inventory further substantiated items dealing with positive interactions with others, showing fairly consistent negative views by LD students in terms of feelings, citizenship, compatability and classroom interactions.

Items in support of the Susceptibility Rationale were difficult to establish in terms of the raw data from the Inventory. It is suggested that this result might be attributed to one or to a combination of factors, including poor representation of these character traits via the statements used or lack of recognition of these qualities, character traits or actions on the part of the student. A follow-up to this project might be a more detailed exploration of the components of the Susceptibility Rationale with particular attention paid to the item "Acting Out."

Recommendations

It is the author's contention that if information regarding an adolescent's school career were made a mandatory part of the review of any offender's case, that the repercussions would have a significant effect on our awareness of disability as a possible precursor to delinquency. Furthermore, the author contends that programming would have to be significantly altered in consideration of treating the adolescent (in terms of his disability) and in altering regular school programming to break the cycle of delinquency at its earliest stages as indicated in the School Failure Rationale. Further research into the implications of such a move would make for interesting exploration in another project. Suggested topics might include development of a test for detecting components of the Rationale at its earliest stages or the implications of this adjustment on our judicial system.

More extensive study into the components of the Susceptibility Rationale with particular attention paid to the exploration of the component "Acting Out" would be beneficial in terms of establishing ways of analysing and recognizing this trait in the learning disabled child. Future authors might explore such things as (1) lack of recognition of behaviors which are deemed appropriate/inappropriate, (2) fear of accountability and (3) how to best procure this type of information from students.

Even though the author believed that his student survey had produced interesting and supportive results in a non-threatening and open way, he recognized that some responses were either misinterpreted by the student or perhaps masked by the student's inability or unwillingness to recognize a particular behavior. As a follow-up or strengthening of this study, it would be interesting to sample a group of students and then ask teachers to respond in kind to these questions as they applied to each of the students surveyed. Care would have to be taken to account for the obvious biases inherent in the judgement of others by a teacher or group of teachers.

In conclusion, the author believes that the proposed link between learning disabilities and juvenile delinquency is well-founded. It is also apparent to the author that pinpointing character traits or experiences is not always conducive to a survey format. A further strengthening of this methodology would have been an interview component, where the author would report findings from actual conversations with the delinquents in question.

It is duly noted that learning disabilities are not the only factor worthy of consideration in terms of delinquency but are of significance after consideration of this study.

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eturn Questionnaire to:

r. David J. Perryman,
4 First Street,
angeville, Ontario.
9W 2E4
519) 942-0704

ackground Information - Part I

lease check off each item as it applies to you.

ale _____ Female _____

resent Age:

0 - 25 _____ 26 - 30 _____ 31 - 35 _____

6 - 40 _____ 41 - 45 _____ 46 - 50 _____

1 - 55 _____ 56+ _____

ype of Position (Current):

oliceman _____ Educator _____ Juvenile Lawyer _____

sychologist _____ Social Worker _____ Juvenile Judge _____

dministrator _____ Psychiatrist _____ Probation Officer _____

Child Care Worker _____ Institutional Guard _____

Other _____ (please list your position) _______________________

Number of years in current position:

0 - 2 _____ 3 - 5 _____ 6 - 10 _____

11 - 15 _____ 16 - 20 _____ 25+ _____

Area or Community in which you work e.g. town, city and county -

Will your position change in 1987-88?

Yes _____ No _____

What will it be?

Position/Role -

Have you held other positions within the field of working with Juveniles?

What were these?

Position/Responsibilities -

ewpoints and Experiences - Part II

›nsidering your experiences with the juvenile delinquent, how would ›u describe him or her? The following list of adjectives can describe ıe delinquent.

ıstructions: Kindly check (✓) your viewpoint on the scale as it first impresses you. indicate your first impression rather than what you think you should believe.

xample: Bad - ✓ Good

ishonest	Honest
ostile towards uthority igures	Co-operativ
gressive	Passive
›oor/low self-image	Good/high self-image
Angry/ Quarrelsome	Accepting, timid
Socially awkward (poorly dressed, speaks out at incorrect time, talks back) (poor use of language)	Socially acceptable (dressed neatly, polite, speaks well)
Unco-ordinated	Co-ordinated
Immoral	Moral
Moody	Happy, Conten
Spontaneous/ Impulsive	Reflective, Thoughtful

anipulative wanting to ontrol)	Passive (quiet and uncontrolling)
ails to earn from ast experiences	Learns from past experiences
Inattentive	Attentive
Poor Attitude	Good Attitude
Disobedient	Obedient
Frequently hard to discipline	Easy to discipline
Shows off, seeks attention	Avoids attention, hates being in the limelight
Dare-devil	Extremely fearful, timid
Tends to become unduly resentful	Normal attitude to criticism and punishment

Use 2 additional objective to describe the juvenile delinquent and check (✓) your viewpoint on the scale.

Instructions: On the following pages, you will be asked to answer questions about your dealing with adolescents who become delinquent or are presently delinquent.

Please do not answer the questions as you think they should be answered but rather answer them as your really believe they reflect your thoughts, beliefs, and actions.

1.(i) What would you say are the reasons for adolescents becoming delinquent in our society today? List these reasons in order from most important to least important.

2.(i) In a few words, what would you say is your role in working or dealing with juvenile delinquents?

3.(i) Do you use any pieces of information/records to help you make a particular decision regarding the fate of a juvenile delinquent? Please check the appropriate item.

Yes _____ No _____

If your answer to 3(i) was yes, please complete 3(ii) below.

(ii) What 3 pieces of information do you use to help make a decision regarding such things as arresting the individual, sentencing, placement for serving sentence, etc.?

4.(i) What persons, groups of people, or organizations do you ask for assistance in helping you make decisions regarding juvenile delinquents?

1.

2.

3.

i) Do you or your organization use school records/educational information regarding an adolescents academic achievements when dealing with delinquents? Please check (✓) the item below.

Yes _____ No _____

If your answer to 5(i) was yes, please answer the following question.

(ii) What items/sections of a student's school records/educational achievements do you primarily use for assisting to make decisions regarding delinquents?

Please check those that apply.

Report Cards _____ b) Psychological Testing _____

Standardized Tests _____ d) Other _____ (please specify)

(i) Do you or your organization contact educational personnel for their input into an individuals past performance in school? i.e. education achievement, personality, social background, etc. Please check (✓) the item below:

Yes _____ No _____

(ii) If your answer to 6(i) was yes, please answer the following question below:

What educational personnel do you primarily contact for assistance in dealing with a student who is delinquent or heading in that direction?

Check those that apply.

) classroom teacher _____ b) Principal _____

:) Vice-Principal _____ d) Guidance Counsellor _____

e) Child Care Worker _____ f) Attendance Counsellor _____

g) Special Education Teacher _____ h) Other _____(please specify)

7. (i) Do you feel that a delinquents educational ability/achievement is related in any way to the fact that they may or may not become delinquents in our society? Please check (✓) the item below:

Yes _____ No _____ Not Sure _____

(ii) If your answer to 7(i) was yes, please answer the following question below:

In what way(s) is educational achievement/ability related to an individuals becoming delinquent during the adolescent years?

8. (i) In your opinion, what is the best method you know of for dealing with sentenced delinquents in society? e.g. detention centres, group homes, etc.

9. (i) Are there any programs or special organizations in your community that are developed to assist juvenile delinquents. Check (✓) the item below.

Yes _____ No _____ Not Sure _____

(ii) Would you briefly describe the program or organization that you feel to be most successful in dealing with delinquents.

(iii) How much does educational programming figure into the treatment process of these adolescent juveniles? Briefly outline below:

10. What alternative programs or organizations would you like to see set up for dealing with juvenile delinquents in your community? Briefly describe below:

Return Questionnaire to:

Mr. David Perryman
64 First Street
Orangeville, Ontario.
L9W 2E4
(519)942-0704

On the following pages, you will be asked to answer questions about how you actually act or acted in school.

Please do not answer the questions as you would like to be or think you should be but rather answer them as you think you really are.

Background Information

Please check (✓) the item as it applies to you.

Male _____	Female _____

Present Age:

12 _____	13 _____
14 _____	15 _____
16 _____	17 _____
18 _____	

Please respond to the following questions with short answers.

1. Do you go to school at present time?

Yes _____ Answer questions A - D

No _____ Answer question E - H

A. What school do you go to?

B. What grade in school are you in?

C. Is there anything about school you like? List some of the things you like about school.

Is there anything about school you don't like? List some of the things you don't like about school.

.wer these questions only if you answered No to question #1.

When did you leave school? Year _____

ring _____

mmer _____

nter _____

ll _____

. What was the last grade in school you completed?

. Why didn't you continue in school?

. Do you plan to go back to school one day?

es _____ answer question I

lo _____ answer question II

I. Why do you plan to go back to school some day?

II. Why don't you plan to go back to school some day?

lassroom Behaviour Inventory: Self Report Form

lease circle the item that best shows your position on the scale as the oint of view first impresses you. Answer each item as you think you eally are/were not as you would like to be or think you should be.

	Almost Never	Not Often	Sometimes	Fairly Often	Very Often
. I give others an opportunity o express their point of iew.....	AN	NO	S	FO	VO
2. I try not to do or say things which would hurt others.....	AN	NO	S	FO	VO
3. I quickly jump in to help when I see its needed.....	AN	NO	S	FO	VO
4. I go out of my way to do thoughtful things for others.....	AN	NO	S	FO	VO
5. I am friendly towards most all of my classmates, even those who aren't popular.....	AN	NO	S	FO	VO
6. I ask worthwhile questions about school events and activities, and about current events in general.....	AN	NO	S	FO	VO
7. I take an active part in friendly, general discussions with others my own age (with 2 or more other friends)....	AN	NO	S	FO	VO
8. Sometimes I can hardly wait to tell others when I have something happy or exciting on my mind.....	AN	NO	S	FO	VO
9. I talk rather freely, about myself - about things I've done, about my plans, about how I feel, etc.....	AN	NO	S	FO	VO
10. I laugh and smile a lot when I'm around others.....	AN	NO	S	FO	VO
11. I like to talk with or just be around, my teacher.....	AN	NO	S	FO	VO

	Almost Never	Not Often	Some-times	Fairly Often	Very Often
2. I complete my work (assignments, ojects, daily work), whether not someone checks on me.....	AN	NO	S	FO	VO
3. I try to do better on omething than I did the last ime.....	AN	NO	S	FO	VO
4. I stick with a job until t's finished, even if it's ard for me.....	AN	NO	S	FO	VO
15. When I have worked on a roject with other classmates I try to get everyone working together so we can get the job done well.....	AN	NO	S	FO	VO
16. I believe in my abilities to do things.....	AN	NO	S	FO	VO
17. I find that I can hardly wait to get started on some of the activities at school.....	AN	NO	S	FO	VO
18. I find that I can really "get off on" some of the things I do at school.....	AN	NO	S	FO	VO
19. I really want to get back to some of the school activities I've done.....	AN	NO	S	FO	VO
20. I find the teacher has to repeat questions for me because my thoughts are often "miles away".....					
21. I feel very confused and don't understand exactly what's going on around me.....	AN	NO	S	FO	VO
22. I sit and stare blankly when I should be working on assignments, projects, etc....	AN	NO	S	FO	VO
23. I feel sleepy, rarely really alert.....	AN	NO	S	FO	VO

	Almost Never	Not Often	Sometimes	Fairly Often	Very Often
. I act low or tired even en I have no real reason to el that way - the days drag	AN	NO	S	FO	VO
. I don't work as well as I ould when I have an ssignment to do because feel so tired or leepy.....	AN	NO	S	FO	VO
6. I feel I'm always under lot of pressure, I breathe apidly, talk or move apidly, I can't sit still or very long.....	AN	NO	S	FO	VO
27. I bite my nails, chew pencils, make tapping noises, and/ or move my legs and feet often....	AN	NO	S	FO	VO
28. I get excited or upset by unpleasant situations.....	AN	NO	S	FO	VO
29. I startle easily or get upset by unpleasant situations.....	AN	NO	S	FO	VO
30. I very quickly become distracted from what I'm doing by things going on around me.....	AN	NO	S	FO	VO
31. I react "on the spur of the moment" without really thinking things through as well as I might.....	AN	NO	S	FO	VO
32. I say thinks like "you want to make something of it?" "Try and make me!" "I'll get you for that!".....	AN	NO	S	FO	VO
33. I say things which I know will hurt or put down my classmates.....	AN	NO	S	FO	VO
34. I say things to make fun of, hurt, or put down my teacher.....	AN	NO	S	FO	VO

	Almost Never	Not Often	Sometimes	Fairly Often	Very Often
I shoot elastic bands, w objects at classmates, do other disturbing gs in the classroom.....	AN	NO	S	FO	VO
I damage or markschool niture, equipment, or the lding.....	AN	NO	S	FO	VO
I use any means "right or ng", to get what I want.....	AN	NO	S	FO	VO
. I ameasily upset if classmates d/or adults disapprove of mething I do.....	AN	NO	S	FO	VO
. I get upset if classmates ase me.....	AN	NO	S	FO	VO
. I think the teacher an/or classmates have it in r me.....	AN	NO	S	FO	VO
1. I am a poor loser.....	AN	NO	S	FO	VO
2. I can't take a bit of easing in stride.....	AN	NO	S	FO	VO
3. I take it very seriously f the least little thing goes wrong.....	AN	NO	S	FO	VO
44. I am quite concerned about who gets to go first, or who is to be the first one to get something.....	AN	NO	S	FO	VO
45. I get other classmates or teacher's attention by asking questions or making comments in class.....	AN	NO	S	FO	VO
46. I try to get classmates and/ or adults to notice me by making strange (funny) noises, faces, body movements, or other actions.....	AN	NO	S	FO	VO

	Almost Never	Not Often	Sometimes	Fairly Often	Very Often
7. When I tell about what I've ne or can do I tell it as if I'm tter than I really am.....	AN	NO	S	FO	VO
3. I try to "out do" everyone lse - especially by trying to ake some of the really good embers of my classes look ad.....	AN	NO	S	FO	VO
9. I believe my way of doing omething is the best.....	AN	NO	S	FO	VO
0. I don't quiet down when my lass has been asked to pay ttention, settle down or get to work.....	AN	NO	S	FO	VO
51. I talk to others when the teacher is not watching me.....	AN	NO	S	FO	VO
52. I break classroom rules when the teacher is not watching me.....	AN	NO	S	FO	VO
53. I break classroom rules even when the teacher knows about it.....	AN	NO	S	FO	VO
54. I argue and won't accept being told "no" when I am told to do something.....	AN	NO	S	FO	VO
55. When I have not gotten my own way in a disagreement with the teacher about something, I stop working or participating in that class for some time afterwards.....	AN	NO	S	FO	VO
56. I ask for help whether I need it or not.....	AN	NO	S	FO	VO
57. I think I can't do anything very well. In fact I don't think I've ever been able to do anything well.....	AN	NO	S	FO	VO

	Almost Never	Not Often	Some-times	Fairly Often	Very Often
58. I really don't think my classmates or the teacher believe I can do or have done anything worthwhile.....	AN	NO	S	FO	VO
59. I need other classmates or the teacher to get me going on activities, to help me along when I get stuck on problems.....	AN	NO	S	FO	VO
60. I just go along with the interests, beliefs, wishes of others without caring much what they are or without trying to add much in a discussion about them......	AN	NO	S	FO	VO
61. I let my classmates get away with putting me down or with blaming me for things I haven't done.....	AN	NO	S	FO	VO
62. I feel low even when my classmates are peppy.....	AN	NO	S	FO	VO
63. I don't seem to get very excited or glad when special events come up - like a chance to go on trips, visits, to parties, and so on.....	AN	NO	S	FO	VO
64. I seem to have very little interest in what other students are doing and generally someone has to really bug me to get me to work or play with them.....	AN	NO	S	FO	VO
65. I tend to go off by myself even when I'm supposed to be doing things with my classmates....	AN	NO	S	FO	VO
66. When someone is nice to me, it really doesn't affect me much at all.....	AN	NO	S	FO	VO
67. When things don't go the way I want them to, I get to feeling really low and/or go off by myself.....	AN	NO	S	FO	VO

ease respond to the following questions with check (✓) or short answers, depending
the question asked.

.(i) How would you describe your school years? Check as many as you feel apply to
ou.

) Exciting _____

) Interesting _____

) Frustrating _____

) Very Successful _____

) Partially Successful _____

) Not Successful _____

) Difficult _____

(ii) List reasons for only your choices checked above.

a) Exciting -

b) Interesting -

c) Frustrating -

d) Very Successful -

e) Partially Successful -

f) Not Successful -

g) Difficult -

I (i) What type of student are/were you in school?

a) High Achiever/Good Student _____

b) Average/Satisfactory _____

c) Low Achiever/Poor Student _____

ii) What reasons can you give to explain the type of student you are/were?

IV (i) Did you often find yourself unable to understand the work being taught in class?

Yes _____

No _____

ii) What reasons can you give for not understanding the work being taught. e. g. not paying attention, work too hard for you, etc.

V (i) Did you receive "extra help" in subjects that gave you difficulties.

Yes _____

No _____

(ii) Was this help given to you by any of the following - check those that apply:

a) Special class - Special Education _____

b) Classroom teacher helped with less difficult work _____

c) Other - please explain -

VI (i) How were you "looked upon" by your classmates in school?

VII (i) Were you grouped with other students having difficulties with certain subjects in school.

Yes _____

No _____

(ii) How did this make you feel?

VIII (i) Were you influenced a great deal by classmates or friends as to how you acted in school or outside school?

Yes _____

No _____

(ii) How did your friends or classmates influence your actions in school and outside school?

IX (i) In general, how would you "size up" or rate the way you feel about school?

Appendix 3 - Purposes and Practices of the Institutions

Family Court Clinic

The Family Court Clinic is an outpatient department of the Clarke Institute of Psychiatry. It provides assessment services to the Family Court(Provincial Division) in Metro Toronto (except Etobicoke). The clinic offers services for Child Welfare, Custody and Access Cases, and Juveniles (under the Young Offenders Act). The classroom in the clinic is a Section 16 programme which began in 1981. The school programme expanded in 1985 to include a transition programme at the local highschool. The class is taught by three special education teachers (two secondary, one elementary) who can teach a maximum of 24 students. This total is made up of any number of males or females, however, boys tend to be in the majority. Students range in age from 13 to 16 years, with the median usually being 15.

Referrals to the school programme are initially assessed by a clinical staff which includes social workers, psychologists and psychiatrists. Referral sources include the courts, probation officers, school boards and parents.

The students who attend class in this institution have both academic and behavioral problems in school and in many cases have not regularly attended school for a significant period of time.

The primary goal of the school programme is reintegration into the educational system or workplace.

Casatta House

Casatta is a group home located in Guelph, Ontario. It can service up to eight young offenders ranging in age from 12 to 15 years. Offenders must remain on the property but are allowed freedom of space in this open facility. Casatta houses Custody Adolescents, Detention Adolescents and youths involved with Family and Children's Services.

Male and female offenders whose crimes range from break and enter to prostitution are housed at Casatta.

Teachers program for students based on information from previous school records (OSRs) and assessment results obtained through testing by psychiatrists and psychometrists employed by the Wellington County Board of Education.

The purpose of the academic and behavioral programmes at Casatta is to provide the appropriate needs for the youths so that they can be reintegrated into the regular school system upon the completion of their sentence period.

Serra Residence for Boys

Serra Residence for Boys is a Section 16 open custody facility in Dufferin County, that can service up to ten young offenders ranging in age from 12 to 16 years. The vast majority of adolescents who come to Serra tend to be 15 years old and in grade nine or ten.

Offenders are strictly monitored through a behavior modification point system. The number of points earned for acceptable behavior is directly related to the amount of chaperoned community activity time the student might receive.

The classroom is a Section 16 programme which includes a transition programme at Orangeville District Secondary School. The teacher usually works with a group of eight or nine boys who complete work at their own academic level. Levels are assessed through previous school records.

Appendix 4 - Codebooks for Professionals and Students

CODEBOOK FOR PROFESSIONALS

Item "ID" - numbered 1 thru 20

Item "Group" - 1=Law (police, judges, probation officers)

2=Helping (childcare workers, psychologists psychiatrists, social workers,judges)

Item 1 thru 9 (p. 3 and 4) - score 1 thru 7

Item 2(i) (p. 5)

3 = No response
2 = Responses that indicate helping
1 = Responses that indicate upholding the law

Item 3(i) (p. 5)

1 = Yes
2 = No
3 = No responses

Item 3(ii) (p. 5)*	1= Yes, 2= No/OSR, school records 1= Yes, 2= No/reports 1= Yes, 2= No/Past history, run-ins court evidence

*Each column must have a number.

Item 4(i) (p. 5)	Court/probation officer/police= 1-Yes 2-No. Helping/probation/school= 1-Yes 2-No Family= 1-Yes 2-No
Item 5(i) (p. 6)	1 = Yes 2 = No 3 = No response
Item 5(ii) (p. 6)	1 = Checked something 2 = Nothing checked
Item 6(i) (p. 6)	1 = Yes 2 = No 3 = No response
Item 7(i) (p. 6)	1 = Yes 2 = No 3 = Not Sure

Item 8(i) (p. 7)

1 = Supportive, therapy
2 = Incarceration, punitive
3 = Uncodable

Item 9(i) (p. 7)

1 = Yes
2 = No
3 = Not Sure

Item 9(ii) (p. 7)

1 = Support/Helping
2 = Punitive
3 = Not codable

CODEBOOK FOR STUDENTS

Item "ID" - numbered 1 thru 23

Item "Group" - group 1 = NonLD (ID# 8 - 23)
- group 2 = LD (ID # 1 - 7)

Items 1 thru 67 - score 1 thru 5	1= Almost Never
	2= Not Often
	3= Sometimes
	4= Fairly Often
	5= Very Often

Item I (a - g) p. 11

*only score for I(i) - 4= if all choices positive
3= if a bit more positive than negative
2= if choices are half and half
1= if all choices are negative

Item II(i) p. 11
3=a
2=b
1=c
4=No response